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# A Curriculum And Instruction Resource For Teachers Of Low-Literacy Adult English Language Learners: Incorporating Reading Standards Foundational Skills For Low-Literacy ESL

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A CURRICULUM AND INSTRUCTION RESOURCE FOR TEACHERS OF  
LOW-LITERACY ADULT ENGLISH LANGUAGE LEARNERS:  
INCORPORATING READING STANDARDS FOUNDATIONAL SKILLS  
FOR LOW-LITERACY ESL

by

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A capstone submitted in partial fulfillment of the requirements for the degree of  
Master of Arts in English as a Second Language.

Hamline University

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To Doug and Corahl for giving me time and space to complete this project.  
To mom and dad for instilling a strong work ethic in me so that I could see this through.  
To grandma Ann for being my biggest cheerleader, always.  
And to my pre-beginning adult ESL class for your dedicated time and motivation to learn English. You are the inspiration behind the following pages. *Mahad Sanid!*

“We all do better when we all do better.”  
-Senator Paul Wellstone

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## CHAPTER ONE

### Introduction

#### Background

When I first learned that adult basic education (ABE) programs in Minnesota and in most states nationwide were moving to align their curriculum and instruction with a new set of educational standards called the College and Career Readiness Standards (CCRS), as an English as a Second Language (ESL) teacher working with non-literate and low-literacy adults, I thought, “well, of course these standards do not apply to me or my learners.” The CCR standards, after all, provide instructional guidelines for adult learners to enter a path in higher education or the workforce. The intention of integrating the CCR standards into adult education programs is “to provide all adult learners with the opportunity to be prepared for postsecondary training without needing remediation” (USDE, 2013, p. 3). Higher education? Postsecondary training? My learners in pre-beginning ESL are sounding out letters of the alphabet and piecing together simple phonetic words. My learners are approaching kindergarten and first grade-ready, not college-ready. This left me to question, *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?*

This chapter outlines my rationale for a curriculum enhancement project, which is the product and outcome of my research question. I provide a brief profile of the pre-

beginning adult ESL classroom. In this chapter I introduce the theory of second language acquisition as related to curriculum and instruction. I describe my learning context and include a common challenge in my classroom. This chapter includes a brief introduction of the Reading Standards Foundational Skills from the CCRS, which are at the core of this project. Further, I comment on the relevancy of this project to the profession of adult ESL. This chapter ends with an overview of Chapter Two, the literature review, Chapter Three, the project description, and Chapter Four, project conclusions and reflections.

### **Rationale and Project**

This project developed out of several questions stemming from instructional challenges in my classroom, as well as the need to align curriculum and instruction with the state-adopted CCR standards. The biggest struggle for me is that there can be an infinite number of needs in the pre-beginning adult ESL classroom—needs that go beyond sounding out letters and words, needs that factor into learners' progress, and should be worked into curriculum. To name a few, learners at this level struggle with telling the time, dates and days of the week, counting money, reading a calendar, and reading charts and graphs. Additional challenges include adapting to a classroom group setting that holds certain expectations about using and organizing binders, taking notes in notebooks, and giving attention to the teacher. On top of these (and other needs), add instruction in reading, writing, listening, and speaking and the College and Career Readiness Standards, and suddenly there are many pieces to think about integrating into curriculum.

Prior to teaching in the pre-beginning classroom, I taught ESL for adult refugees and immigrants for nine years. Despite my extensive experience, I was struck by the fact

that I felt like a new teacher. Due to learners' lack of phonological awareness and decoding abilities at the pre-beginning level, the needs of learners is significantly different from anything else I have experienced in the adult ESL classroom. A huge impetus behind this project for me is the desire to identify the most important needs for a pre-beginning adult ESL classroom. I hope to identify the needs, prioritize them, and then present them through instruction that is systematic and sequential. I need more pieces of the pre-beginning adult ESL puzzle to make sense to me so that I can be a more effective pre-beginning adult ESL teacher.

With that in mind, the primary objective for this curriculum enhancement project is to design instruction that builds skills in phonological awareness, phonics, and word recognition through the lens of the College and Career Readiness Standards. Specifically, in this project I examine the Reading Standards Foundational Skills from the CCRS and incorporate several foundational reading standards into instruction for low-literacy adult ESL learners. I hope to better understand the new CCRS requirements that ESL teachers are being asked to incorporate into our curriculum and instruction, find an approach to teaching them, and understanding what these standards look like within the context of an existing story-based curriculum. All of this to ultimately answer, *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?*

### **Pre-Beginning ESL**

Pre-beginning adult ESL classes are attended by non-literate and low-literacy learners with little to no prior formal education, and little to no ability to read or write in their native tongue, let alone in English. This level of learners faces challenges that are

unique in the adult ESL world. A recent report out of the Netherlands showed a staggering amount of time needed for adult learners to move from having no literacy skills to having basic literacy skills (Kurvers, Stockmann, & van de Craats, 2010). This step was measured by learners' ability to decode single-syllable, 3-letter, consonant-vowel-consonant (CVC) words, and some sight words. For children, gaining basic literacy skills might span 300-400 hours of instruction (Kurvers et al., 2010). For low-literacy or non-literate adults in this study, on average, learners needed more than 850 hours of instruction to reach the lowest literacy level (Kurvers et al., 2010). Some adult learners needed over 1000 hours of instruction to reach the same level, and others needed over 2000 hours of instruction (Kurvers et al., 2010).

**Common phonics routine.** Not only does the instruction need to happen over a lengthy period of time, it also needs to happen at a comparatively slow pace. To demonstrate the slow pace, consider the following example of alphabetics instruction in a typical pre-beginning adult ESL classroom. The teacher writes the following letters on the board, *e, i, c, d, h, l, n, and r*. Learners open a plastic bag containing laminated letters of the alphabet and pull out one of each of the letters written on the board. Learners line up the target letters on their desk and put the remaining letters back into the plastic bag. The teacher goes over the names of each letter and the sounds the letters will represent in the day's vocabulary words.

Next, the teacher instructs learners to open their notebooks to a clean sheet of paper. The teacher dictates words made up from combinations of the eight letters written on the board. *Number one: red. Spell red.* Learners arrange the laminated letter tiles on their tables and try to spell the word *red*. The teacher coaches those who are having

difficulty, and then asks the class to spell the word together. *R-E-D* the learners say in unison and the teacher writes *red* on the board. *Great*, says the teacher, *copy 'red' into your notebooks. Number two: rid. How do you spell rid? What is the beginning sound? Good. What is the ending sound? What sound is in the middle? Is this the same or different from number one?* This process is repeated for a list of ten words: *hid, lid, led, rich, inch, chin, child*, and finally, *children*. The teacher walks around the room and checks that learners are copying the letters correctly into their notebooks and asks learners to 'try again' when there are errors. After the list is complete, learners turn to a partner and practice saying the words. Next, the teacher checks for understanding: *What is number three? What is number eight? Which number is 'inch'? Which number is 'red'?* Thirty to forty minutes later, the alphabetics instruction is complete.

Imagine if a college student were put to this same task. Likely they would finish the dictation activity in less than sixty seconds. The point here is that it is difficult to imagine pre-beginning adult ESL learners completing tasks required of college or career-ready students. It is difficult to imagine pre-beginning adult ESL learners asking and answering questions about key details in a text or identifying the main topic and retelling key details of a text (USDE, 2013). It is nearly impossible to ask, answer, or retell information when you are just trying to understand what each individual letter or word sounds like. This was my initial struggle with the idea of adopting the CCR standards, and what led me to the question, *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?*

One reason it is a stretch to think about using college-ready strategies on pre-beginning learners is the stark difference in how non-literate and low-literacy learners acquire language versus how a literate learner acquires language. To make sense of this difference, it is helpful to consider challenges had by non-literate and low-literacy learners within the vein of second language acquisition, which is discussed next.

### **Second Language Acquisition Overview**

Second language acquisition research helps us understand how languages are learned. SLA research chronicles learning in early childhood, developmental sequences of learning, first language influence, learner characteristics, and various perspectives on language learning such as Krashen's comprehensible input hypothesis (Lightbrown & Spada, 2013).

Traditionally, research in SLA has been conducted on educated, highly literate individuals. This creates a void when working with populations that are non-literate or have low literacy skills (Tarone, 2010). Scholars have been operating under the assumption that factors of second language acquisition apply to all learners, which is why research on low-literacy and non-literate adults is limited. However, that assumption is being reconsidered and research on low-literacy adults is slowly growing (Tarone, 2010) as more and more immigrant and refugee communities with adults who have had limited opportunities for education continue to relocate in first world settings where print literacy is the way of life. Programs and administrators are seeking other means for helping non-literate and low-literacy learners learn languages because traditional methods are not as effective with this population as they are with highly literate learners (Tarone, 2010).

While more research needs to be conducted, SLA scholars agree that there needs to be a considerable amount of scaffolding, or small and slow steps in instruction, to help non-literate and low-literacy adult learners make connections between sound-letter (symbol) correspondence in both spoken and written forms of the target language (Bigelow & Tarone, 2004; Tarone, 2010; Vinogradov, 2010; Vinogradov 2016; Young-Scholten, 2013; Young-Scholten & Naeb, 2010). Acquisition for non-literate and low-literacy adult learners materializes over a lengthy period of time (Kurvers et al., 2010). Making print connections for non-literate and low-literacy adults is not something that students or stakeholders can expect to happen quickly.

The length of time it takes for non-literate and low-literacy adult learners to acquire basic language skills is evident in my pre-beginning classroom. There are learners in my class who have been in the United States and enrolled in classes (maybe not continuously) for upwards of five and ten years. These particular learners have considerable trouble still with understanding and producing basic words and phrases about familiar topics such as personal demographic information or information related to their families and communities. One challenge seems to be that the lives of our adult learners are often not conducive to semi-intensive, long-term classroom study. Adult learners come in and out of classes, losing momentum and muscle memory each time they step back from school. Our learners have busy and complicated lives, often working more than one job, caring for children and family in the U.S. and back home, and attending any number of appointments with doctors, county workers, case workers, or job counselors. All of these factors may increase the length of time it takes the pre-beginning learner to progress in the classroom.



**SLA and pre-beginning ESL.** One of the biggest hurdles I see with learners in my pre-beginning adult English language class is the gap between moving from sounding out individual letters and sounds to combining familiar letters and sounds to make words. Students may be able to identify and recognize individual letter-sound correspondences, like *d* says /d/ or as with letter blends (digraphs), *ch* says /tʃ/, but learners at this level struggle to take an unfamiliar word and “sound it out” (/d/ + /ag/ = dog; /tʃ/ + /æt/ = chat). Learners at this level also struggle to identify beginning, medial, and ending sounds of words. All of these skills are necessary for reading and comprehension. For learners like mine who do not read in their first language and who have had limited exposure to texts and to the printed word in any language, acquiring these skills of decoding words does not come easily.

**Impact on curriculum and instruction.** It behooves teachers and programs to have an understanding of how second language acquisition impacts their learners and programs. For this project, I am advocating for the understanding specifically for the pre-beginning adult ESL learner. Any one of the acquisition factors listed above can interfere with making progress in school. When several factors are at play with our adult learners, progress in the classroom becomes even more impacted. The reasons why adult learners stop attending school are valid and vitally important to their survival in their communities. It is somewhat of an impossible choice at times: study English, or work to support family? The predicament that adult immigrants and refugees are put in is a challenging one, to say the least. What this means for curriculum and instruction is that teachers and programs need to understand how to create learning environments that supports the whole-learner, beyond solely focusing on literacy skills.

An understanding of how second language acquisition informs curriculum and instruction is vital. Additionally, an understanding of learners' individual and collective backgrounds and needs is important for developing and delivering a strong curriculum. To that end, a profile of learners in my pre-beginning adult ESL classroom follows.

### **Profile of Learners**

In this section, I describe the context of my school and program, the ages, language, and English proficiency levels of my learners. Additionally, I document one anecdote to illustrate a common challenge in my classroom.

**Learning context.** I teach in a pre-beginning adult ESL classroom in the Twin Cities of Minnesota. All of my learners identify as Somali, with the Somali language being identified as their native language. The Somali language is traditionally an oral language, having been passed down from grandparents to parents to children in spoken form only, until recently (Piersma, 2013). Learners in our program are required to take the Comprehensive Adult Student Assessment Systems (CASAS) tests for level placement. CASAS is a widely-used national assessment for adult education. Learners in my class have CASAS scores ranging from about 158 to 188, which is at the lower end of the scale. The learners in my pre-beginning classroom range widely in age: 47% of my learners are under the age of 45, and 53% of my learners are between the ages 55-67. Unlike the large variation in age, the educational backgrounds of learners in this class are very similar: 100% of learners identify as having no prior formal education—either in their home country or in the United States.

Even with the similarity of educational backgrounds, English proficiency levels vary in any pre-beginning classroom, and mine is no exception. For the most part,

learners are able to recite the letters of the English alphabet, and *can* correctly produce the sounds of most letters when in isolation (i.e. *d* says /d/; *m* says /m/; *s* says /s/).

However, when asked to put the letters together to form simple words (i.e. to decode), it often feels like learners are throwing darts at a target and hoping they land in range.

Interestingly, the dart throwing is not random. Scholars tell us that learners who come from non-literate backgrounds have a unique knack for memorizing (Bigelow & Tarone, 2004; Davis, 2009), and the words thrown out are words learners have already acquired in their English vocabulary, which can be advantageous to comprehension at times.

**Common learner challenge.** A recent example from my classroom exemplifies how learners use words they have already acquired to try to learn new words. We were discussing characteristics of heroes and heroines, and we landed on the word ‘nice.’ As an expansion activity, we practiced rhyming words with the word ‘nice.’ I asked learners to write #1-5 in their notebooks. With #1 being ‘nice’ and #2-5 being \_\_ice. It looked like this:

1. nice
2. \_\_ice
3. \_\_ice
4. \_\_ice
5. \_\_ice

After reading *1. nice* together, I said the word *rice*. *What’s does ‘rice’ begin with? What’s the sound?* Learners could easily tell me /r/, and learners copied ‘r’ for number 2. We continued this with *mice*, *lice*, and *price* for numbers 3, 4, and 5. So far, learners seemed to be following and tracking this minor phonological variation. As a class, we

repeated all five words in choral unison, and then I asked learners to practice saying all five words aloud with a partner. You can imagine what I heard as learners practiced; there was a bunch of fumbled beginning sounds, but a lot of “\_\_ice, \_\_ice, \_\_ice” (which was the point of the activity). I walked around the room as learners practiced at their tables and I asked learners to read the words for me, one by one. Several learners that I asked to read to me individually recited “*nice, rice, mouse,*” not “*nice, rice, mice.*” I found this to be fascinating—especially since we had been over the list many times before I asked learners to read to me one on one. The learners understood the semantics of the rhyming word; they understood that we were talking about the little rodent that runs behind the cupboards in their kitchens, but they could not identify its linguistic form.

According to scholars, learners do not learn words necessarily, but instead they learn concepts (Tarone, Bigelow & Hansen, 2009). In their research, Tarone, Bigelow and Hansen (2009) showed evidence for non-literate adults relying on semantic strategies (recalling that this abstract word means *mouse*, for example) rather than on phonological strategies, such as sounding out the word, or recognizing the rhyming pattern of the ‘\_\_ice’ words. Davis (2009) reported evidence of low-literacy adult learners being able to recall lists of meaningful words, but being less successful at performing the same task with pseudo-words (words that have no meaning). The conclusion here is that learners were using semantic strategies to recall words as opposed to using phonological or other cognitive strategies to *read* the words (Davis, 2009). Semantic strategy was the reason my learners were able to produce *mouse* but not *mice*. *Mice* was a word they had not heard before.

Having this knowledge in place, I still felt puzzled. What more did I need to do to help learners decode and read *nice*, *rice*, *mice*, *lice*, *price*? This left me asking, why is there so much trouble decoding in English? What am I missing as a teacher? Where are the gaps in my instruction? Luckily for me, I have a place to turn for help, and that is the Reading Standards Foundational Skills from the CCRS. What has come to light is the small detail that I have been focusing my alphabetics instruction primarily on beginning sounds. It has become clear to me that that alone is not enough. Learners need to look more closely at the middle and the end of written words. Learners need to start seeing patterns of word ending (word families) and focus on recognizing and pronouncing rhyme words. Investigating the Reading Standards Foundational Skills has helped me identify and articulate how I can increase alphabetics-focused instruction and plug holes in my current instruction.

### **Reading Standards Foundational Skills**

What I have discovered through closer consideration of the CCRS is two important factors. First, the CCR standards *do* allow for our learners at the pre-beginning level to take steps needed to develop skills that are necessary for college and career environments. One avenue in that direction is the alphabetics work of the Foundational Skills Reading Standards. Second, the Foundational Skills Reading Standards give instructors, even at the pre-beginning level, guidelines for developing more in-depth pre-reading instruction to help learners start to see patterns in words, and ultimately gain skills in word decoding, recognition, and reading fluency.

The Reading Standards Foundational Skills have given me a great challenge; that challenge being to understand what alphabetics-intensive curriculum and instruction

looks like at the pre-beginning adult ESL level. These alphabetics components are preparatory standards on the path of college and career readiness. Gaining an understanding of how the alphabetics components from the Reading Standards Foundational Skills fit into the larger context of an existing story-based curriculum is at the heart of my curriculum enhancement project.

### **Pedagogical Relevancy**

This curriculum project is relevant to the profession of adult ESL because educators in Minnesota and nationwide need to understand how to apply the College and Career Readiness Standards at all levels of curriculum and instruction. As teachers, we know that educational standards are intended to align with classroom instruction, and that both standards and instruction work toward the same goal of helping better our students' lives. Our shared goal is articulated in the standards companion booklet for adult ESL. "If adult learners do not have the opportunity to develop basic literacy and language skills, then they cannot meet the entry requirements for college or be successful in a postsecondary education or workplace setting that requires proficiency in English" (American Institutes for Research, 2016, p. 3). Implementing standards in an adult education program is an investment in the learners' lives. It is an investment in the future goals and aspirations of the adult learner.

### **Summary**

Chapter One outlined my research question *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?* Chapter One provided the rationale and overview of this project. I discussed the pre-beginning ESL classroom, and factors of SLA for the pre-

beginning learner. I described the learners in my adult pre-beginning ESL classroom; additionally I outlined a common learner challenge. In Chapter One I introduced the Reading Standards Foundational Skills from the College and Career Readiness Standards (CCRS), and discussed the relevancy of this project for the adult ESL profession.

### **Chapters Overview**

Chapter Two provides a literature review of research on low-literacy adult language learners, beginning with an overview of the Reading Standards Foundational Skills from the CCRS. The literature review considers second language acquisition theories, specifically as they relate to non-literate and low-literacy adult English language learners. In addition, Chapter Two also focuses on instructional strategies for the pre-beginning adult ESL classroom. The majority of the literature review, and this curriculum project in general, focuses on Reading Standards Foundational Skills from the CCRS and not other instructional standards such as listening and speaking, writing, or language arts standards.

Chapter Three describes the curriculum enhancement project in greater detail. This includes the goals for the project and a detailed week by week overview, the setting where the project will take place, the intended audience of the project, and how the project will be evaluated. Chapter Four follows with conclusions and reflections on the project as a whole, starting with revisiting the Literature Review. Chapter Four discusses limitations of the project, as well as suggestions for future research and other considerations for low-literacy adult ESL curriculum and instruction.

## CHAPTER TWO

### Literature Review

#### Introduction

*The ESL learner does not leave her life behind when she enters our classroom.*

*The war comes with her, as do her children's needs, her lost siblings, her poor health, and her memories of a time when the world made more sense. To begin thinking about how to successfully instruct literacy-level adults, we must begin with the entire person—with all the factors that come with each student.*

*-Vinogradov, 2001, p. 51*

In the field of adult basic education, in order to understand the ‘whole’ learner who walks through the door, teachers need to understand how adults learn languages, and what teaching strategies are proven to best help adult learners acquire language. In this chapter, literature on second language acquisition (SLA) theories and instructional strategies guides my research question, *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?*

To begin, this chapter takes a closer look at the College and Career Readiness Standards (CCRS), the national standards for adult education with which adult programs in Minnesota are required to align. This section gives an overview of the standards, specifically the Reading Standards Foundational Skills, and asks why they are important for learners. Next, theories of second language acquisition (SLA) are explored as they



apply to non-literate and low-literacy adults; specifically factors of learning including native language literacy, age, and past trauma. This chapter ends with instructional strategies for the pre-beginning adult ESL classroom through the lens of the Reading Standards Foundational Skills. The instructional strategies focus primarily on developing alphabets (phonological awareness, phonics, and word recognition), for integrated instruction.

### **College and Career Readiness Standards**

The development of the College and Career Readiness Standards (CCRS), as well as the decision by Minnesota and other states to adopt them as guiding principles for adult education programs, did not happen overnight. The CCRS have been in the making for a long time, having origins in the Common Core State Standards (CCSS) from 2010 (USDE, 2013). The CCSS were developed out of standards-based education programs that have been an integral part of the federal Department of Education and the Office of Vocational and Adult Education (OVAE) for over a decade (USDE, 2013). The CCSS have been embraced by both employers and academia, having exhibited “empirical evidence of what employers and educators actually demand of prospective employees and students” (USDE, 2013, p. 5). The Common Core State Standards are written specifically for K-12, but do have some logical crossovers for adult education.

While adult educators see the benefit of the Common Core State Standards, the consensus has been that due to a variety of factors, such as time available to devote to school, prior schooling, and life experiences, some content of the CCSS was deemed unnecessary for adults (USDE, 2013). Therefore, a panel of adult educators developed the College and Career Readiness Standards out of the Common Core State Standards.

The CCRS are designed for *all* adult education programs, not solely or exclusively ESL programs. There is a newer set of standards, referred to as the English Language Proficiency (ELP) standards for adult education, which are written solely with the adult English language learner in mind. The ELP standards are a bridge to the CCR standards, and were developed to correspond with the CCR standards by providing instructional support for English language acquisition (AIR, 2016).

**Value of standards-based.** English language learners make up 40% of all adult education students (AIR, 2016). Of all adult learners, 30% make up the lowest levels of literacy, and 61% of the lowest-literate learners are English language learners (AIR, 2016). The integration of literacy instruction for all adults is not just for purposes of academic advancement, it is a choice to promote social and economic equality and advancement. The ELP standards report that “low-literate learners are typically at the lowest socioeconomic levels” (AIR, 2016, p. 3). Finding their way to postsecondary education is neither a direct nor an easy path for this demographic. The ELP standards further affirm that, “if adult learners do not have the opportunity to develop basic literacy and language skills, then they cannot meet the entry requirements for college or be successful in a postsecondary education or workplace setting that requires proficiency in English” (AIR, 2016, p. 3). Implementing standards in an adult education program is an investment in learners’ lives. It is an investment in the future goals and aspirations of the adult learner.

There are a number of reasons why the CCR standards are important for adult learners. At a minimum, being sound and research-based, the CCR standards provide scaffolding for adult learners with limited prior exposure to print or language materials to

gain access to basic education, which is often at no cost to the learner. Importantly, standards-based curriculum with an English language proficiency focus gives learners access to both language acquisition skills *and* social language skills needed to navigate civic and community engagements such as managing time and appointments, and family involvement in K-12 education (Parrish, 2015). Adults in ESL classrooms need higher literacy and critical thinking skills to survive, and perhaps, to better their lives in the United States.

Skills learned in the classroom should be transferrable to real-world contexts. Adults in ESL classrooms “face considerable challenges in acquiring the linguistic competence and literacy skills that support participation in the economic and social life of their new communities” (Young-Scholten, 2013, p. 441). Even for learners not readily on a path to college or a new career, skills garnered from the CCR standards, such as reading mail selectively, taking notes from phone calls, or attending a neighborhood meeting, require higher order thinking. These are skills that set up learners to be active and resourceful in their own lives (Parrish, 2015; Vinogradov, personal communication, October 23, 2017).

Some standards in the CCRS may seem difficult or out of reach for many learners in the adult ESL classroom. While this may or may not be true, it does not mean that teachers and administrators should overlook the standards for fear that learners may not be able to achieve the learning targets. Many learners in pre-beginning adult ESL classes may be on paths of civic and community engagement and not on paths toward college or employment. However, these learners deserve the same standards-based instruction as those who clearly are on paths toward college or a new career. If standards were

overlooked because it was thought that they may be too hard for learners, there is a risk that students will be stopped short of their learning potential. The ELP standards have a guiding principle that “adult ELL’s have the potential to meet state-adopted challenging academic standards” (AIR, 2016, p. 8). The ELP standards also have guiding principles that “adult ELLs’ funds of knowledge are a resource for their learning”, and the belief that “social language has an important role in ELLs’ English language acquisition process” (AIR, 2016, p. 8). These guidelines, along with Reading Standards Foundational Skills from the CCRS, funnel the direction and focus of this curriculum enhancement project. This next section provides a brief outline of the Reading Standards Foundational Skills from the CCRS, which provide important support for non-literate and low-literacy adult English language learners.

**Reading Standards: Foundational Skills.** The reading foundational standards, referred to as *Reading Standards: Foundational Skills K-5*, are intended to give support to emergent readers and were created to “develop proficient readers with the capacity to comprehend texts across a range of types and disciplines” (USDE, 2013, p. 40). This section outlines the Reading Standards Foundational Skills that are significant for pre-beginning instruction, in general, and for this curriculum enhancement project specifically. The Reading Standards Foundational Skills, as outlined in the CCRS report are:

- (RF.1): Print Concepts. Demonstrate understanding of the organization and basic features of print. (MDE, 2010)
- (RF.2): Phonological Awareness. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (USDE, 2013, p. 41)

- (RF.3): Phonics and Word Recognition. Know and apply grade-level phonics and word analysis skills in decoding words. (USDE, 2013, p. 42)
- (RF.4): Fluency. Read with sufficient accuracy and fluency to support comprehension. (USDE, 2013, p. 43) (Appendix B)

The Reading Standards Foundational Skills provide the alphabetic framework for this curriculum enhancement and will include teaching and learning opportunities in print concepts, phonological awareness, phonics, and word recognition. The Reading Standards Foundational Skills offer teachers guidelines for where learners should be at the end of each level of instruction. These guidelines are one of many resources that might shape curriculum and instruction in an adult ESL classroom.

Another resource that shapes instruction is the learners themselves, and specifically, how learners learn languages. To inform educators' understanding of how languages are learned, theories of second language acquisition should be taken into consideration.

## **Second Language Acquisition**

Before the CCR Reading Standards Foundational Skills can be incorporated into a pre-beginning adult ESL curriculum, it is necessary to understand how non-literate and low-literacy adults learn, as well as what instruction at the pre-beginning level looks like. Beginning with how non-literate and low-literacy adults learn, a guiding question in this section considers how second language acquisition (SLA) research on non-literate and low-literacy adults inform instruction.

A non-literate or low-literacy adult learner refers to someone who has had little to no formal primary and/or secondary schooling during the primary years of life. Learners

at this level may be referred to as low-educated second language and literacy acquisition (LESLLA) learners (Wall & Leong, 2010). Learners at this level are learning to read for the first time in their lives as adults.

To understand language acquisition in adult learners, scholars often rely on language acquisition research of literate adults or on studies performed on low-literacy adolescents (Artieda, 2017; Tarone, 2010). In reference to acquisition skills of adolescents, Artieda (2017) concluded that reading ability and exposure to the printed word in the L1, or the native language, “seem to be successful predictors of L2 achievement” (p. 169).

**Factors of second language acquisition.** Some factors of SLA are native language literacy, age, trauma, family demands, cultural/individual beliefs, and sociopolitical concerns (Vinogradov, 2001). There are also factors of motivation, learner attitudes, learner aptitudes, and learning environment (Lightbrown & Spada, 2013). Additional factors include the relationship between a first and second language (L1 and L2) in terms of implications for acquisition in the L2 (Artieda, 2017; Tarone, 2010; Tarone et al., 2009). Factors applicable to this project are discussed below.

**Native language literacy.** By and large, second language acquisition research has been conducted on literate populations (Bigelow & Tarone, 2004; Tarone, 2009). Current conversations in second language acquisition point out difficulties in drawing conclusions for non-literate and low-literacy adults due to the fact that the majority of studies in SLA have been based on input from learners’ L1 (Smyser, 2016; Tarone, 2010).

Studies by Artieda (2017) and Young-Scholten and Naeb (2010) concluded that adult learners who have limited reading skills in their first language will not have

developed metalinguistic knowledge, or the ability to use their first language as a resource, for acquiring another. Further, Artieda (2010) concluded that the capacity for adult learners with limited knowledge of their first language to acquire another language “may be hindered” (p. 174) and that “a threshold level of L1 literacy may need to be attained for adults to become successful second language learners” (p. 175).

There are a couple of things this means for the pre-beginning adult ESL learner. First, having no metalinguistic knowledge from which to talk about language, it takes more modeling and examples to show, for example, parts of speech such as nouns, verbs, and pronouns. These are abstract concepts to someone who cannot draw parallels from his or her first language. The fact that words with the same spelled endings sound the same at the end (rhyme), is also an abstract concept. As well is the fact that every syllable must have a vowel, and that inflectional endings (*-s*, *-ed*) are pronounced.

Second, it is difficult for non-literate and low-literacy learners to make universal and long-lasting connections in a second language. For example, one day in class students may learn that the written word ‘who’ refers to a person. It cannot be assumed that this same connection will be there the next time ‘who’ is discussed. Often times this connection is lost by the next class. If and when connections are made, it takes a great amount of time and effort, and comes at a very slow pace.

Bigelow and Tarone (2004), Davis (2009), Smyser (2016), Tarone (2009), Young-Scholten (2013) and others contended that while there is a great deal of research on second language acquisition of educated learners, there is an urgent need for more second language acquisition research on non-literate or low-literacy adults. This is especially pressing as greater populations of immigrants and refugees continue to seek

asylum and citizenship in heavy print-literate communities worldwide. Without conducting research specifically on non-literate and low-literacy learners, there is a gap in understanding how people across all literacy levels learn (Bigelow & Tarone, 2004).

***Somali learners.*** Factors of native language literacy pertain to many adult ESL Somali learners. The Somali language is traditionally an oral language, having been passed down from grandparents to parents to children through stories, dramas, proverbs, jokes, and poetry (Tarone et al., 2009). The current transcription of the Somali written language was only officially adopted in 1972 and since then, it has not been a smooth road for implementing an educational system. By 1990, corruption in Somalia left literacy at a “dismally low” rate (Piersma, 2013, p. 21). Somalia broke out into a civil war in 1991, which was detrimental to education and literacy agendas, and had long lasting effects. Citing Moyi (2012), Piersma stated that in Somalia today, “there is no national education system as the war divided the country into three regions” (Piersma, 2013, p. 21).

Learning a second language is impacted by having had limited access to the printed word, which is the case for many adult Somali learners. Having no access to first language sound/symbol correlation resources, it is challenging for some adult Somali learners to make those connections in English (Kurvers et al., 2010; Smyser, 2016). The lack of print exposure in learners’ L1 makes it difficult for non-literate and low-literacy learners to make connections in the L2, specifically in the area of phonological awareness tasks. Phonological tasks include recognizing and producing rhyming words, counting and blending syllables, and isolating and identifying initial, medial and final sounds (phonemes).



Tarone (2010) stated that “alphabetic literacy provides a visual tool that can be used in cognitive processing to enable individuals to do phonological processing of oral input, in addition to the semantic processing done by illiterate and literate people alike” (p. 80). For learners with limited print exposure, phonological awareness tasks are difficult; nevertheless, phonological awareness tasks have a large role in low-literacy instruction. This is a challenge for teachers of low-literacy adults.

**Factors of age.** Native language literacy is a large factor of learning for many of our refugee and immigrant adult learners. Another factor that also has a large impact is that of age. Scholars refer to learners over the age of 40 as ‘advanced aged’ learners (Kurvers et al., 2010). Older learners have their own set of challenges in learning.

Discussions of age in the field of second language acquisition (SLA) have historically been shaped around the critical period hypothesis. The critical period hypothesis has been discussed at length elsewhere (Bigelow & Tarone, 2004; Tarone, 2010; Young-Scholten, 2013) and will not be given detail in this study. Generally speaking, scholars of SLA assert that if language has not been acquired by the teenage years, acquiring it to native-like fluency becomes more and more challenging with increased age (Bigelow & Tarone, 2004). The notion of a critical period asserts that older adults have a significantly more challenging time learning a second language than children and young people (Bigelow & Tarone, 2004).

***Short and long-term memory.*** Another factor of language acquisition pertains to short-term memory issues for ‘advanced age’ learners. Language acquisition requires both short and long-term memory (Finn, 2010). Some hypotheses around second language acquisition related to the age factor focuses on brain activity and short-term

memory (Tarone, 2010). Demonstrating skills in phonological awareness tasks and decoding require an active short-term memory. In her research, Tarone (2010) concluded that “alphabetic literacy appears to improve one’s short-term memory for language” (Tarone, 2010, p. 80). Finn (2010) contended that adult ESL learners need to use their active memory to decode. Many adult learners have difficulty recalling words and sounds from one day to the next—these instances may be age-related short-term memory issues, and may be factors that impact their learning.

Committing information to short-term memory helps commit to long term memory, which leads to acquisition. For older learners who have developmental brain activity (loss of short-term memory) working against them, this lack of connectivity from short-term to long-term slows down and often prohibits successful acquisition. Tarone et al. (2009) concluded that developing skills in phonological awareness and phonics can help activate the short-term memory. They stated that “alphabetic literacy...promotes acquisition of language processing skills, making possible explicit oral language processing skills and altering the structure of short-term memory for oral language” (Tarone et al., 2009, p. 19).

***Low-literacy and advanced age.*** The noteworthy study by Kurvers et al. (2010) out of the Netherlands has made some dramatic conclusions about non-literate and low-literacy adult learners in terms of advanced age. This study (Kurvers et al., 2010) showed that non-literate and low-literacy adult learners need upwards of 850 hours of instruction to gain basic literacy levels, with some requiring over 2000 hours of instruction to gain the same literacy skills. Further, and significant for this present project, the report claimed that that number increases by another 150 instructional hours for learners over

the age of 40 (Kurvers, et al., 2010). The point to underscore on the factor of age as related to second language acquisition is that it typically takes older, low-literacy learners years to acquire a second language.

The Kurvers et al. (2010) study drew a statistical distinction for learners after the age of 40, which suggests that there is a significant change in acquisition ability after this ‘advanced’ age. This is significant because many learners in pre-beginning adult ESL classes fit into this advanced age profile. Research conducted by Kurvers et al. (2010) is a first of its kind to shed new light on factors of acquisition for older low-literacy adults. In summarizing a multitude of factors, Kurvers et al. (2010) found that language acquisition for low-literacy learners parallels that of learners over the age of 40. A summary of the findings stated that:

[F]or older students (i.e. students older than 40) and students without any schooling in the home country it is more difficult to progress quickly in L2 literacy than for younger students or students who had attended primary school. All other significant correlations (language contact with L2 speakers, attendance, homework, portfolio, whole class or individual work, use of L1 and portfolio) seem to point in one major direction: those activities that keep students actively involved seem to work best in L2 literacy learning. (p. 73)

Kurvers’ et al. (2010) conclusions paralleled recommendations from other scholars for learner-centered, meaning-focused instruction (Parrish, 2015; Piersma, 2013; Vinogradov, 2001; Vinogradov 2010). Keeping learners engaged and keeping lessons learner-centered keeps learners actively involved in their learning. One way to keep learners involved is by means of physical movement and activity. Further, movement and

interactive activities in the classroom contribute to learning (Kurvers et al., 2010; Vinogradov, 2001). While it is reported that movement contributes to learning, it is often difficult to get older learners to participate in physical activity in the classroom. This is another example of how age can be a factor of learning for many adult ESL students.

Even for older low-literacy adult learners who actively participate, progress is slow. Kurvers et al. (2010) collected data from low-literacy learners in the Netherlands. The data suggested that the 6-month time frame in which new arrivals were expected to have literacy levels high enough to test for naturalization was not nearly enough time (Kurvers et al., 2010). Kurvers et al. found it may take low-literacy adults 850 to 1000 or more hours of instruction to acquire basic literacy skills (2010).

Others have found that time frame to be even greater. In their study, Bigelow and Tarone (2004) found that “L2 learners who were not literate in their L1 took 7 to 10 years to learn L2 literacy-related, context-reduced, and cognitively demanding academic language skills; some never seemed to catch up with their native-speaking peers” (p. 690). The point to underscore here is that for older learners, literacy acquisition takes a long time. For older adult learners with limited or no native language literacy, acquisition takes a longer time. Moreover, whether active or not in the classroom, progress is slower than any teacher wants it to be, and slower than any learner or outside agency believes it will be.

**Past trauma.** While two of the biggest observable factors of learning for adult non-literate and low-literacy learners are native language literacy and advanced age, another factor that cannot be overlooked is that of past trauma. Trauma is another important factor-barrier of learning. Many adult refugee learners in ESL classes have

come to the United States by way of refugee camps. Learners may have spent two, five, ten or more years in a refugee camp. Being physically and mentally displaced from their home countries, cultures and languages is a traumatic experience for people of any age and background. It is certain that many adult refugee and immigrant learners have suffered in the past or still suffer from trauma today.

Trauma may stem from war, persecution, violence, ongoing oppression, or poverty (Wilbur, 2016). Research shows that stress from traumatic experiences can have negative impacts on learning, and specifically on language acquisition (as cited in Finn, 2010). Learners who have suffered from past trauma may also suffer from loss of concentration and memory loss (as cited in Finn, 2010). For our learners who have experienced trauma, “his or her ability to learn a second language may be dramatically hindered” (Finn, 2010, p. 587).

Finn (2010) noted that enrolling in an ESL class was an important step in the recovery process for refugees who have suffered trauma. One ESL school in New York City that operates in conjunction with a trauma hospital pointed out that the language training and moral support it provides for learners is helpful for learners’ recovery (Finn, 2010). The recovery started by learners taking the initiative to learn English as they come to realize the value and necessity of learning the language of the country that is now their home.

Wilbur (2016) looked at how instructors understand the impact of trauma on language acquisition. Behaviors of learners who have experienced trauma include absences from class, lack of focus, lack of attention, and spacing out in class (Wilbur, 2016). Trauma can also affect memory, in a similar way that age can, and thus it is

important for instructors to keep in mind that trauma may impede memory in learners (Finn, 2010). Learners who have suffered trauma benefit from instruction that allows for repetition, recycling of information (sounds, words, ideas) and asks for learners to recall or explain prior knowledge (Finn, 2010). These instructional strategies are not new to the adult ESL classroom (Reimer, 2008). As will be seen in the next section on instructional strategies, many strategies in place for learners who have suffered from trauma are strategies that work across the spectrum of adult ESL instruction, and particularly well for low-literacy adult ESL.

Native language literacy, age, and trauma are all factors-barriers in adult ESL classrooms. While teachers will not be able to account for all of the factors of all learners, as much as possible teachers should be informed on how factors of second language acquisition inform curriculum and instruction. Apart from second language acquisition, teachers need to be informed on instructional strategies that have proven to give adult ESL learners access to language acquisition. Some reliable instructional strategies for teaching low-literacy adult ESL learners are outlined next.

### **Instructional Strategies**

Working with the adult non-literate or low-literacy ESL learner is like a great big puzzle. Often a corner of the puzzle gets solved, but many other parts of the puzzle remain unresolved and teachers are left with gaping holes in instruction. In addition to challenges inherent to working with low-literacy older refugee learners, adult learners start and stop classes frequently. In many adult programs, learners can enter a class at almost any time of the year, and might leave the classroom after a few months of instruction due to a variety of reasons including gaining employment, changing a job or housing, or changing childcare programs. Due to the transient nature of the adult ESL

classroom, and to the fact that each learner comes with her or his own set of learning needs, having the time to identify and assemble all pieces of the puzzle for each individual learner is challenging. With this puzzle in mind as teachers walk into the adult ESL classroom, an important consideration is what instructional resources teachers can turn to when working with non-literate and low-literacy adult English language learners.

**Tactile and relevant.** Minnesota is fortunate to have educational leaders in academia and at the state level who have helped frame research-driven instructional practices for non-literate and low-literacy adult ESL learners. In her comprehensive study of successful instruction with low-literacy adult ESL, Vinogradov (2001) discovered many strategies that facilitate learning in the ESL classroom. Vinogradov reported that “hands-on activities facilitate understanding and learning; visual aids help these students learn; connecting the classroom to real life is important;” and “connecting oral language to the written language is crucial” (Vinogradov, 2001, p. 20).

Hands-on activities refer to student-focused activities that are tactile and can be manipulated by hand. Examples include sorting sets of words cards by beginning sounds, matching picture cards with vocabulary cards, putting together a sentence that has been cut apart into individual words, or arranging sentence strips in the sequential order (Vinogradov, 2010). Hands-on activities can be more than just manipulatives. In addition, they often encompass visual aids, for example, picture cards that represent vocabulary. Hands-on activities can also help learners connect oral language to written language, such as in a speaking activity when picture cards (i.e., a picture of a smoke alarm) get matched with vocabulary cards (i.e., the written word ‘alarm’) (Vinogradov, 2001).

The importance of connecting the classroom to real life cannot be understated. In order to optimize learning, students need access to materials that are meaningful to them. Instruction should be compiled from materials that are authentic and culturally relevant to learners (Finn, 2010; Vinogradov, 2010). The field of K-12 education is experiencing a shift toward making instruction more culturally relevant across its diverse student population (AVID, 2018). While there is some consideration for cultural relevancy in adult ESL, the profession would benefit from a greater understanding of how culturally relevant materials impact adult learners.

**Repeat and recycle.** Another instructional strategy for low-literacy adult learners is to repeat and recycle materials. Repeating and recycling words and information is at the heart of story-based curriculum where learners work with words and concepts from the same text every day for at least one week (Jones, 2013). Repetition tasks include circling words in a text, playing ‘find the word’ on the white board, bingo, word sorts, or dictations (Vinogradov, 2010). Words can be recycled throughout the unit by presenting words and concepts in different contexts. Recycling words helps learners improve skills in word recognition.

**Multifaceted.** In addition to using hands-on activities and recycling information, instruction ought to be presented systematically, sequentially, explicitly, and with a multisensory scope (Bigelow & Vinogradov, 2011; Frank, 2017; Vinogradov, 2010). Systematic and sequential means that instruction should be presented in a logical order, and should start with the most basic concepts and tasks at the beginning of the unit, grow in complexity, and have the most advanced concepts and tasks at the end of the unit.



Explicit instruction refers to learners being told why they are learning what they are learning, and why it is important for the greater personal or community narrative. According to Vinogradov (2010), “teachers should include explicit instruction of phonemic awareness and decoding in their classrooms, since such skills do not develop with alphabet knowledge alone” (p. 4).

Finally, instruction should be delivered through a variety of learning styles, for example, ones that incorporate visual, auditory, and kinesthetic or physical movement activities (Bigelow & Vinogradov, 2011; Vinogradov, 2010). It was already documented in this paper that “activities that keep students actively involved seem to work best in L2 literacy learning” (Kurvers et al., 2010, p. 73).

### **Alphabetics Strategies**

Alphabetics in the context of this curriculum project refers to instructional tasks that develop phonological awareness, phonics, and word recognition. The teaching of alphabetics is outlined in the Reading Standards Foundational Skills of the CCRS as “necessary and important components of an effective, comprehensive reading program designed to develop proficient readers...” (USDE, 2013, p. 40). This section takes a closer look at alphabetics instruction in theory and in practice, and finishes with a comment on embedding alphabetics (phonological awareness, phonics and word recognition) in whole-part-whole instruction.

### **Phonological Awareness**

Phonological awareness tasks, as outlined in the Reading Standards Foundational Skills, refer to (among other tasks) recognizing and producing rhyming words, isolating and pronouncing initial, medial vowels and final sounds (phonemes) in spoken single-

syllable words, and adding or substituting individual sounds in simple one-syllable words to make new words. Phonological awareness tasks that involve isolating individual sounds (phonemes) are often referred to as tasks of phonemic awareness. Phonemic awareness tasks are part of the bigger picture of phonological awareness tasks. Some scholars cited in this chapter use the term phonemic awareness exclusively.

Phonological awareness tasks are identified by many scholars as being an important component of instruction (Davis, 2009; Vinogradov, 2010). At the same time, phonological awareness tasks are instructional elements with which low-literacy adult ESL learners seem to have the most difficulty. Tarone et al. (2009) found that low-literacy learners did poorly (scored very low) on tests that “required conscious awareness of phonemes (matching, monitoring, deletion, and reversal)” (p. 14).

Results from a study conducted by Young-Scholten and Naeb (2010) may also be helpful for informing instruction in phonological awareness with non-literate and low-literacy adult ESL learners. Young-Scholten and Naeb (2010) found that for adults who have not learned to read in their first language, some phonological awareness tasks emerged more naturally than other phonemic awareness tasks. A brief discussion of some of those tasks follows.

**Rhyme and onset.** In their (2010) study, Young-Scholten and Naeb found that some phonological awareness tasks emerged more naturally for low-literacy learners than others. Those that emerged more naturally included syllable awareness, rhyme, and onset. For the tasks on rhyme awareness, learners were asked to listen to a set of three words and to choose the word that did not belong, thus, the word that did not rhyme. For

example, can, SHOP, man; SIT, thin, skin; and hot, SHIRT, not (Young-Scholten & Naeb, 2010, p. 86).

For onset awareness tasks, learners were asked to identify which word in a set of three words did not begin with the same sound. For example, sleep, sport, CASH; red, WITH, ring; KICK, this, that; and big, MILK, bus (Young-Scholten & Naeb, 2010, p. 87). In a similar study by Trupke-Bastidas and Poulos (2007), learners showed the most improvement in identifying initial sounds of spoken words. Rhyming and onset awareness tasks seem to be good places to begin phonological awareness instruction, since learners in these studies have proven to grasp these tasks.

**Phoneme deletion.** In the Young-Scholten and Naeb (2010) study, phonemic tasks that were proven to be more difficult for non-literate and low-literacy adult learners included isolating and producing word initial, medial, and final phonemes. For this learning task in the study, students were asked to listen to a word, for example, ‘ball’, and to repeat the word without the first sound, the middle sound, or the final sound (Young-Scholten & Naeb, 2010).

**Syllable counting.** Another task given in the Young-Scholten and Naeb (2010) study was counting syllables. Learners were asked to count syllables in familiar and unfamiliar words, which were read by the researchers. Familiar words were words like ‘pencil’ and ‘supermarket’, and unfamiliar words were words like ‘agility’, ‘nomenclature’, and ‘periodical’.

Interestingly, the study performed by Young-Scholten and Naeb (2010), and as referenced in Trupke-Bastidas and Poulos (2010), indicated that there is no critical period for acquiring the task of segmenting words and counting syllables. The task of counting

syllables was easier for learners to apply to instruction than other phonological tasks (Young-Scholten & Naeb, 2010).

As a result of intentional and explicit instruction on phonological awareness tasks, the scholars saw improvement in learners, as measured by fewer errors (Young-Scholten & Naeb, 2010). The authors of the study reminded teachers that it is important to be intentional in instruction and to “engage...learners in activities that accelerate their phonological acquisition, promote phonological awareness and build their vocabulary” (Young-Scholten & Naeb, 2010, p. 89). Implementing these awareness tasks in low-literacy ESL classrooms would be good confidence-builders for all learners, especially if instruction started with syllable counting, onset, and rhyme, which learners were able to grasp more readily in the Young-Scholten and Naeb (2010) study. With so much that does not emerge naturally for adult ESL learners, it is important for teachers to be aware of where they can help learners find successes.

### **Phonics and Word Recognition**

The other awareness category under the alphabetics umbrella is that of phonics and word recognition. From the Reading Standards Foundational Skills, phonics tasks refer to analyzing and decoding the printed word, including knowing the spelling-sound correspondences for common consonant digraphs, decoding regularly spelled one-syllable words, and decoding two-syllable words, and reading words with inflectional endings (*-s, -ed*) (USDE, 2013).

**Phonics.** A simple definition of phonics comes from Trupke-Bastidas and Poulos (2007), who stated that “instruction to build learners’ knowledge of the letter-sound relationship is commonly referred to as phonics” (Trupke-Bastidas & Poulos, 2007, p. 3).

Some activities that allow learners to build knowledge in phonics are outlined by Vinogradov (2010):

- Word Sort. Sort pictures or words by beginning letter sounds.
- Fill in the Missing Letters. Learners are given a list of unit vocabulary words with missing letters. Learners listen for and write in missing letters.
- Dictation. Without a word frame (such as Missing Letters task), dictate words to learners. Emphasize beginning sounds only for lowest learners.
- Word families. Choose one or two words from unit vocabulary and introduce word families around those words. Give learners the new words on small slips of paper and have learners sort out the word families. (p. 10)

**Word recognition.** From the Reading Standards Foundational Skills, word recognition tasks include reading common high-frequency words by sight and recognizing and reading grade-appropriate irregularly spelled words (USDE, 2013).

Tasks that focus on word recognition include circling words you hear in a text; playing the ‘flyswatter game’ where a dozen or so words from the unit are on the board and learners search for the correct word; and playing ‘same or different’ where learners are shown two words quickly and have to determine if the words they saw were the same or different (Vinogradov, 2010).

Some instructional strategies for low-literacy learners cross over with alphabets strategies for phonics and word recognition. For example, hands-on activities like word sorts and matching, and the ‘find the word’ activity are also strategies to develop awareness of phonics and word recognition. Effective classroom activities that develop

awareness in onset and phoneme isolation may be less familiar in instruction, and could stand to be further developed for low-literacy classroom teachers.

### **Mental Orthographic Representations**

An interesting counter-argument to tackle the slow pace of acquisition and instruction for low-literacy adult learners (Kurvers et al., 2010, Vinogradov, 2001; Vinogradov, 2010) is a recent dissertation on the acquisition of mental orthographic representations (also called MORs) for low-literacy refugees (Smyser, 2016). Smyser studied the notion of ‘chunking’ language, essentially creating picture representations of words in the brain, with aims of leading to English language acquisition at an accelerated rate. She stated that this method may help low-literacy refugees acquire language more rapidly and implicitly by “giving learners a skill of word recognition and spelling independent of meaning” (Smyser, 2016, p. 43). The MORs method is based on principles of Learning Theory, which promotes variability of input to help learners discover and learn patterns of language (Smyser, 2016).

A focus on variability of input is a focus on whole word recognition. It is not a focus on how to sound out or decode words. This is a curious idea and one that goes against most other research in second language acquisition and instruction. Smyser (2016) theorized that “word learning does beget more learning” by any means possible (p. 44). Tarone et al. (2009), Vinogradov (2010), and Young-Scholten and Naeb (2010) advocated for acquisition to come from alphabetic literacy—that is, the teaching of phonological awareness, phonics and word recognition skills. Perhaps MORs instruction could be integrated in conjunction with the development of phonological awareness and phonics skills, and need not be thought of as a competing methodology.

### **Whole-Part-Whole Instruction**

Teaching alphabets—phonological awareness, phonics and word recognition tasks, has little to no meaning for learners if it is not embedded within a larger context.

Vinogradov (2010) summed this up perfectly. She stated:

Instead of presenting phonics in a decontextualized way with nonsense words and endless worksheets on word families, [whole-part-whole] strives to provide a balance: on one side of the coin is meaningful language, and on the other side are the building blocks that combine to create this language. (Vinogradov, 2010, p. 4)

In their research, Trupke-Bastidas and Poulos (2007) found promising results using whole-part-whole instruction in particular with non-literate learners. In their study, learners with the lowest pretest scores in phonemic awareness and word recognition tasks had the most gains on post-test scores as a result of “whole-part-whole reading intervention” (Trupke-Bastidas & Poulos, 2007, p. 9).

Whole-part-whole instruction encourages close study of content at the word level, including segmenting words and focusing on individual sounds (i.e. teaching tasks in phonological awareness, phonics and word recognition). Whole-part-whole instruction focuses on the semantic meaning of words and phrases as they are given consideration within a context. For adult ESL learners, this ‘formula’ of instruction increases language acquisition, particularly for the lowest-level learners (Vinogradov, 2010).

### **Instructional Strategies for Specific Groups**

The instructional and alphabets strategies outlined above are helpful for low-literacy learners across demographics. Additional considerations for specific groups of

learners help instructors have a more complete picture of learner backgrounds, which informs curriculum and instruction.

**Somali learners.** Davis (2009) put some of the above instructional strategies into practice by focusing on phonological awareness issues with low-literacy adult female Somali learners. Davis (2009) asked to what extent non-literate Somali adult English language learners were able to identify and manipulate word-initial phonemes and syllables. She also wanted to find out to what extent learners identified rhyme, especially when juxtaposed with semantically-related content. Davis also questioned whether learners would perform differently on phonological fluency tasks than on semantic fluency tasks (Davis, 2009).

Davis (2009) showed that adult Somali learners in her study used semantic processing strategies over phonological processing strategies. Non-literate and low-literacy learners in her study had less success processing linguistic units (i.e. decoding and sounding out) for words that had no meaning, or no semantic value. This is valuable information for curriculum and instruction design. Being able to predict areas learners may struggle enables teachers to better focus instruction with explicit learning targets.

**Learners with past trauma.** Research provides teachers and administrators with suggestions on how to work effectively with learners who have suffered from trauma. Teachers in a focus group from a study by Wilbur (2016) emphasized the need to create a culture of community in their classrooms in order to help deal with trauma their students have faced. Examples of creating community in the classroom included taking breaks for coffee and tea, and trying to develop relationships with learners who might need more one-on-one attention. The teachers in Wilbur's (2016) study reported that building



relationships with learners was an important piece to supporting those who have suffered from trauma.

Additionally, Finn (2010) reported that teachers requested, and should be given, special training on working with individuals who have suffered trauma.

Teachers who do not have extensive ESL teaching experience need basic training in second language acquisition. Teachers who do have prior teaching experience but little experience with traumatized populations have expressed that a rigorous teacher training that discusses the possible implications of trauma on learning would be highly beneficial. (Finn, 2010, p. 594)

In Wilbur's (2017) study, teachers reported that one way they deal with learners' trauma is by incorporating their own values of compassion and openness into their teaching. Other ideas included "countering assumptions," which is a suggestion to not label students based on their backgrounds (Wilbur, 2017). Further, Wilbur reported that teachers can assist in overcoming trauma by paying attention to areas that are overlooked in the curriculum, such as women's health or politics (Wilbur, 2017). Wilbur encouraged instructors to not be fearful of talking about issues that learners bring up. If learners are engaging in these conversations, teachers can help by giving them language and greater contexts from which to talk about the issues (Wilbur, 2017).

## **Summary**

This chapter introduced the reader to the Reading Standards Foundational Skills from the CCRS. Rationale was provided for using standards-based curriculum in adult education, specifically for the pre-beginning adult ESL classroom. SLA theory was discussed as it relates to non-literate and low-literacy adult ESL learners. Finally, this

chapter highlighted important research-driven instructional strategies for teachers of non-literate and low-literacy adult English language. The Reading Standards Foundational Skills, the theories of second language acquisition, and the research-based instructional findings outlined in this chapter provide the framework for this curriculum enhancement project.

Next, Chapter Three describes the curriculum enhancement project. Chapter Three will revisit the research from the Literature Review, and discuss the setting and audience for the project. In Chapter Three, goals for the project and a detailed week by week overview of the curriculum are provided. Additionally, there is discussion on how the curriculum will assess student learning, as well as how the overall effectiveness of the curriculum will be evaluated. Chapter Three concludes with a timeline of the project, and an overview of Chapter Four.

## CHAPTER THREE

### Project Description

#### Introduction

In this chapter, I describe my curriculum enhancement project. I restate the research that was significant for the project, and describe the setting where the curriculum was and continues to be tested, including the intended audience of the project. I discuss the goals for instruction, and a large section of this chapter is dedicated to providing an overview of the four-week curriculum itself. Finally, in this chapter I discuss how the project will measure student learning, as well as how the overall effectiveness of the curriculum will be measured. This chapter ends with a timeline for the project and an overview of the Chapter Four.

This chapter begins with research that was relevant for my question, *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?* To investigate this question, I look to the Reading Standards Foundational Skills from the College and Career Readiness Standards (CCRS), which are federally-recognized, state-mandated standards for adult basic education (ABE). I approach the question from within the Reading Standards because ABE programs nationwide are being asked to realign their curriculum and instruction with standards from the CCRS.

## Research

In this project, I relied on theories of second language acquisition (SLA) to explore how non-literate and low-literacy adult ESL learners learn. I also relied on research-driven instructional strategies that teachers of non-literate and low-literacy adult English language learners employ in their classrooms. Both of these will be summarized below.

**Second language acquisition.** To support this standards-based curriculum enhancement, I relied on second language acquisition theory to explore factors of learning for the adult populations in my ESL program. Factors of SLA that are relevant to my learners, and thus to this project, are prior education, age, and past trauma. Research in SLA shows us that learners with little to no prior formal education have a longer track ahead of them than learners who have been educated in their first language (Kurvers et al., 2010). Add on to that factor the state of being over the age of 40, and having experienced past trauma, and the road to reaching English literacy is even longer and slower (Bigelow & Tarone, 2004; Kurvers et al., 2010; Vinogradov, 2001).

These factors of SLA were taken into consideration in the curriculum enhancement by offering appropriate scaffolding (step by step instruction) at an appropriate pace (slower than you want) for extended periods of time (longer than you think) (Kurvers et al., 2010; Vinogradov 2001; Vinogradov, 2010). More specifically, I stretched out a unit that was originally written for one week into four weeks, I increased the amount of alphabetics instruction as well as the number of steps for certain activities, and multiple activities are repeated and recycled to help learners retain new information.

**Instruction for adult basic education.** In addition to being informed by second language acquisition, I also relied on research in instructional strategies for adult basic education. The College and Career Readiness Standards provide guidelines for aligning adult basic education instruction and outcomes with college and career readiness (USDE, 2013). Scholars in adult basic education, and specifically in ESL, advocate for teaching skills that align with academic and career readiness. Parrish (2015) argues in favor of “increasing the rigor” in adult ESL classrooms by bringing in complex texts, academic language, and applying reading strategies at all levels of adult ESL—including the most basic level of English language instruction. Parrish (2015) states that “in order to succeed in any postsecondary setting or work-related training, adult English language learners (ELLs) need to read and comprehend complex nonfiction texts...” (p. 2).

This project will focus on reading and comprehending complex nonfiction texts, keeping in mind that for the pre-beginning level, all texts are complex texts. With that in mind, I have included two especially complex texts in this curriculum—one being a housing ad with multiple housing abbreviations, and the other a graphic table specifying differences in rent, deposit, lease length, and parking information. Reading tables, graphs, and charts is something that proves to be quite complex for learners at the pre-beginning level. I believe some of this has to do with print literacy and understanding print concepts, which is the first foundational skill in the Reading Standards Foundational skills (RF.1). The difficulty can be seen at the pre-beginning ESL level (and even up through intermediate ESL, and beyond) when learners struggle to find what is important or what should be the focus on any given page. If learners could voice this I think they would ask ‘Where am I supposed to be looking right now?’

Pre-beginning adult ESL learners also struggle with following print on a page. This becomes evident in reading charts and graphs when learners search the entire chart for known words, rather than trying to follow columns and rows to find information. Reading charts and tables requires an understanding that there is an order to columns and rows, and this is not innate for my learners. With this in mind, there is a good deal of practice in reading tables in this curriculum project.

### **Setting**

The intended setting for the curriculum is my own pre-beginning adult ESL classroom in the Twin Cities in Minnesota. My organization has five learning centers (schools). Each learning center offers six levels of ESL instruction from pre-beginning to advanced; some learning centers also offer classes in GED and Citizenship. There are pre-beginning ESL classes in all five learning centers. Pre-beginning in my context refers to non-literate and low-literacy adults who do not read or write in English. Most learners at this level do not read or write in their first language either. Our learning centers have a mix of paid teachers and unpaid volunteers who teach our ESL classes. Paid teachers teach the pre-beginning class in two of the schools, unpaid volunteers teach the pre-beginning classes in the three other schools. Paid teachers teach every day (Monday-Thursday or Monday-Friday depending on the school). Volunteer teachers typically teach one day a week; in these classes, learners have upwards of four different volunteer teachers each week. Many, if not most, of the volunteer-led classes have two volunteers that team-teach classes.

We offer morning, afternoon, and evening classes at the various learning centers. Morning classes are typically three to four hours; afternoon and evening classes are

typically two to three hours long. Our learning centers operate within an open-enrollment system. This means that learners can start classes any given week, all year long. Our learning centers offer classes year-round. There are three or four week-long breaks for the summer, winter, and spring seasons.

### **Target Audience**

My intended audience for this project, first and foremost, was my learners. At present I have a roster of over 30 students. On any given day, attendance ranges from 17 to 23 learners. Learners in my pre-beginning adult ESL class are majority Somali. Infrequently a learner from Mexico, a Latin American country, or other country will join the class for a short span of time. The base of the class is consistently Somali, and consistently women of all ages. The learners in my pre-beginning classroom range widely in age: 47% of my learners are under the age of 45, and 53% of my learners are between the ages 55-67. Occasionally there may be one or two men in the class. The men seem to be in the class short-term due to work and family commitments.

### **Subsequent Audience**

A subsequent audience of this project is the volunteer teachers who lead the pre-beginning classes at each of our five learning centers. Having listened in and informally observed classes at the pre-beginning level at other sites, I believe that systematic and sequential alphabetic word focus would be welcomed by both the volunteer teachers and the learners in the pre-beginning classes in which they teach. Since most volunteer teachers teach just one class each week, having a greater understanding of phonological awareness, phonics, and word recognition tasks could help bridge other parts of the unit

that are more reading-fluency based. In other words, I think routinized and sequential alphabetics tasks are good for learners and teachers alike.

Others who might benefit outside of this audience are instructors at other ABE programs in Minnesota working with pre-beginning ESL learners. Beyond Minnesota, teachers and program administrators around the United States who are implementing CCR standards and working with pre-beginning learners might also benefit from seeing how increased alphabetics tasks could be incorporated into their own programs.

### **Goals for Curriculum and Instruction**

I had four major goals for this curriculum enhancement project. First, I wanted to deliver alphabetics instruction that was systematic and sequential. Second, I wanted to see the instruction embedded within a unit. Third, I wanted to lengthen the amount of time spent on alphabetics instruction and practice. Finally, I wanted to understand how the alphabetics instruction would fit into the greater context of a housing unit.

**Alphabetics instruction.** My first goal was to provide more explicit, systematic, and sequential alphabetics awareness tasks. Previous work in my class on alphabetics was presented more at random, and instruction was not built in steps. For example, I might do a beginning sounds activity one day, and a rhyme activity three days later, but the activities were not connected to each other and were not necessarily delivered in any particular order. In this curriculum project, I provide a systematic and sequential routine, where the alphabetics work starts with a focus on beginning sounds (onset), moves to phoneme deletion (taking away beginning sounds), and ends with practice on rhyming words that are made up from the word families ‘discovered’ from the phoneme deletion activity.



**Embed alphabets.** The second goal of this project was to embed alphabets instruction directly into the curriculum, using vocabulary from within the unit.

Alphabets instruction often stands alone and is taught in isolation, without being embedded into a greater context. Embedding alphabets within whole-part-whole meaningful instruction maximizes the potential for successful acquisition of phonological awareness tasks, phonics, and word recognition tasks—all of which lead to our ultimate goal of helping learners help themselves develop strategies for reading.

**Unit length.** My third goal was to lengthen the amount of time spent practicing unit vocabulary and content. In this project, I took a one-week unit and stretched it out to a four-week unit, recycling old material and adding new material. Pre-beginning learners need more time, repetition, and dedicated practice in sounds (phonemes) and segment blending of words within the unit to better their chances of acquiring new words. Recycling words throughout four weeks, rather than one week, helps learners acquire new vocabulary—especially at the pre-beginning level.

Additionally, pre-beginning learners need more than one week to acquire skills in reading fluency. The original unit that I am working from builds activities for reading fluency at the end of the first week—in this project I have bumped that out to the second, third, and even fourth week of the unit.

**Greater context.** My final goal for this project was to incorporate alphabets instruction within the greater context of a whole unit. Understanding what alphabets instruction looks like on its own is one thing. That is, understanding how learners learn concepts of onset (beginning sounds), phoneme deletion (deleting the beginning sound), and rhyme may not be a huge challenge for ESL teachers. However, understanding how

to apply alphabets instruction, while balancing other curriculum and program requirements, is another thing. The curriculum that follows is my attempt to do just that—to balance enhanced alphabets instruction systematically and sequentially within the greater context of a four-week story-based unit on housing.

### **Project Description**

My project is a curriculum enhancement project. I took one week of a housing unit from a pre-beginning adult ESL story-based curriculum and enhanced the unit with alphabets. Alphabets in this project refers to print concepts, phonological awareness, phonics, and word recognition. The alphabets enhancements come out of the CCRS, specifically from the Reading Standards Foundational Skills in the CCRS (USDE, 2013). The Reading Standards Foundational Skills offer learning targets for low-literacy readers. While the unit from which I have based this curriculum enhancement includes elements of phonological awareness, phonics, word recognition, and fluency (Jones, 2013), my intention was to increase learner exposure and practice of each of these alphabets tasks, as outlined by the Reading Standards Foundational Skills.

I wrote this unit primarily for my own classroom of non-literate and low-literacy adult ESL learners, which is referred to as pre-beginning at my school. However, I also wanted to write a unit that could potentially be handed off to any one of the dozens of volunteer pre-beginning teachers in our program, around the state, or wherever else our curriculum is used. The step-by-step instructions in the project were written both as a form of documentation for me as I was developing the curriculum for my learners, as well as a set of guidelines for volunteer teachers who are familiar with our existing

curriculum. An overview of the four-week unit follows, beginning with an explanation of alphabetics enhancements.

### **Alphabetics Enhancements**

The primary area of exploration in this project is an increased focus on individual sounds and words. That is essentially the work of the Reading Standard Foundational Skills from the CCRS, and what I am calling alphabetics enhancements or alphabetics word focus in this project. Alphabetics enhancements include print concepts, phonological awareness tasks, phonics, and word recognition tasks.

**Print concepts.** Print concepts refers to the understanding of the organization and basic features of print. Learners show proficiency in print concepts by demonstrating an understanding of the spoken word-written language (oral-print) relationship; following print from left to right, top to bottom, page to page; and recognizing basic features of sentences in print (word + spaces = sentences) (Frank, 2016; MDE, 2010).

I argue here that print concepts also encompasses the basic and assumed knowledge of recognizing and reading English printed text of varying formats, including signs, receipts, paychecks, work schedules, or multiple choice test questions. Knowledge of print concepts includes an awareness of what certain texts represent, for example, that a dollar sign represents money, a colon between numbers indicates time, and a dash between numbers indicates a date. Knowledge of print concepts also includes discerning page numbers from question numbers in multiple-choice tests—an issue for many of our learners in the lower levels.

Print concepts in this project includes reading a story in paragraph form, looking for information in a graphic table, using a table to record information, and reading a

housing grid. In addition, I have included some test-taking activities that I believe cross over with print concepts. It seems evident that an increased awareness of print concepts could increase learners' test-taking abilities. In other words, I believe that in order to successfully take a multiple-choice test, at any level, an understanding of where to look for and how to find information needed to answer multiple-choice questions is required.

In my pre-beginning class, for example, learners often get stuck in the question thinking that the answer they are looking for is in the question itself. I often have to point out to learners that they need to look outside of the question, for example, in the picture or the text above the question, to find the answer. In this project, learners get weekly exposure to the Comprehensive Adult Student Assessment Systems (CASAS) reading assessment; our nationally-recognized Adult Basic Education (ABE) assessment for level placement, including a group-oriented CASAS prep activity in week three.

**Phonological awareness tasks.** Tasks in phonological awareness in this project include focused practice on identifying and sorting words by beginning sounds (onset), recognizing and saying word endings after removing initial sounds (phoneme deletion), choosing two words out of a sequence of three words that sound the same (rhyme), and reading sets of words in the same word family (rhyming words with the same-spelled endings). Additional phonological awareness tasks include counting, pronouncing, blending, and segmenting syllables in spoken words.

Each of these phonological awareness tasks have been chosen because research shows that, with explicit, systematic, and sequential instruction, low-literacy learners perform well on these tasks (Trupke-Bastidas & Poulos, 2007; Young-Scholten & Naeb, 2010) Since I have not worked deeply with phonological awareness tasks in my

classroom, I wanted to make every attempt to set my learners up for success when adding on these new tasks.

Alphabetics instruction each week starts with matching beginning sounds (onset). Our onset activity is a sort activity. Learners are given a dozen words and asked to sort the words in groups of same beginning sounds. After all words have been sorted, learners demonstrate understanding by choosing one set of same beginning sounds, identifying the beginning sound (often the same as the beginning letter in this case), and writing down the beginning sound and the words that match that sound.

Next is a phoneme deletion activity. Learners identify beginning sounds of words, and then identify what words sound like when you take away the beginning sounds. For example, the beginning sound of ‘call’ is /c/. If I take away the /c/ sound, we are left with ‘all’. Using unit words, we make several attempts at phoneme deletion. Learners demonstrate understanding by deleting beginning sounds for three different words from the unit, and indicating in writing what is left over. While this is the most difficult of the alphabetics activities, it really gets learners to scrutinize words to a greater extent than other activities I have tried. I think it is effective practice for them in word decoding.

We end the weekly alphabetics routine with practice on rhyming words. Learners first listen and discriminate which word in a list of three words does not rhyme. This is a large group activity. Then learners attempt to write a word that rhymes with one of our target words (word families) from the phoneme deletion activity. Using word families derived from the phoneme deletion activity, learners listen as the teacher dictates a list of words and write in missing beginning sounds. This activity finishes with learners reading through the lists or rhyming words.

**Phonics and word recognition tasks.** In this project, tasks in phonics and word recognition include discriminating long and short vowel sounds and associating them with common spellings, reviewing sight words, ‘quiz-quiz-trade’ warm-ups, the game concentration, ordering sentence strips, ordering a sentence scramble, a housing bingo activity, and a jigsaw activity.

### **Project Week by Week Overview**

**Week one.** The first week of the curriculum is an introduction to sounds and words in the story of the week. We start the unit with a focus on eight unit words themselves, in isolation from the story. The original curriculum has learners read the story first and focus on individual words and sounds afterward. I changed the order in this project to focus on words and sounds first, and read the story afterward. I find that starting with the smaller pieces (words and sounds) makes getting into the story more manageable for most learners in my pre-beginning class. For those who are not yet reading, the work we do at the word level may be as far as they get in terms of comprehension with this unit, and that is okay. We recycle through words and sounds a lot in the four-week unit. By the end, learners are likely to have acquired several new sounds and gained recognition of new words.

I attempted to bring in instruction on three primary areas of alphabetic enhancement: onset (beginning sounds), phoneme deletion (deleting beginning sounds), and rhyme. Each alphabetic task is built around one of the eight unit words. Additionally, phoneme deletion and rhyme words are built around the same word families, and as much as possible I used word families from the 37 most commonly used word families list (Enchanted Learning, 2018).

This week exemplifies whole-part-whole teaching methodology. In whole-part-whole teaching, you start with the whole picture (for example, a story), break it down in smaller parts (sounds and words), and then bring it back into the whole picture (the story). In this curriculum project, and for the pre-beginning adult ESL level in general, I add another step at the beginning. That is, I start with the ‘part’ before the ‘whole’ so that the sequence is actually part-whole-part-(whole). Either way, the teaching methodology is the same—to give a context or bigger picture, break things down into manageable parts, and then see how those parts fit back into the big picture.

We introduce a real-life scenario this week that comes from the context of the story, a conversation ‘role-play’ with the apartment manager to report that the smoke alarm is beeping. The role-play comes from the original story and helps learners find meaning in the story. This is a conversation that learners may have in the future, or may have already had, with an apartment manager in their own lives. The role-play also gives learners a chance to talk about their familiarity (or lack of) with their own smoke alarm, as well as think about who they would call in this situation. Discussion questions around this activity can include *Who is your apartment manager? What is his or her phone number?* If learners do not know the answers to these important questions, it is a good opportunity to help them find out.

We end week one with one of the more challenging activities. This is a culminating activity that demonstrates an understanding of context clues. Learners are asked to demonstrate understanding of who is in the story, where the story takes place, when the story takes place, and what the problem is in the story. These types of questions are called text-dependent questions (TDQ) and require learners to go back into the text

for the answers. Becoming familiar with and using text-dependent questions to look deeper in texts is another standard in the CCRS. While not the focus of this curriculum enhancements project, practicing text-dependent questions sets learners up for understanding another component of the CCRS.

**Week two.** This week the curriculum continues to review and recycle unit and sight words from the story ‘I Can’t Sleep: The Alarm is Beeping!’ This happens through a variety of warm-up and story-related activities including using vocabulary in a new conversation with a manager, rearranging the story using sentence strips, and putting together individual sentences of the story in a sentence scramble. We also continue to review telling time with speaking and writing practice.

In week two, we add on eight additional vocabulary words and segue into the theme of other problems in the house. We introduce pictures and vocabulary for problems such as mice, bugs, no hot water, no heat, broken window, etc. The introduction of this new vocabulary follows the presentation from week one, with the pictures introducing the vocabulary. We also bring in some sentence frames to practice asking about the problems, for example *What’s the matter?* and *What’s the problem?*

Week two includes alphabetic word focus with activities in phoneme deletion and rhyming words, presented in the same sequence as week one, with one change. The change came about because learners were confusing ‘heat’ and ‘hot’ from *there is no heat* and *there is no hot water*. As such, I worked in a minimal pairs activity to focus on the open /ɑ/ sound for ‘hot’ and the tense /iy/ sound for ‘heat’. While the intention was for the curriculum to be sequential each week (i.e., start with onset, move to phoneme



deletion, end with rhyme), we did not do an activity around onset (beginning sounds) because the minimal pair work with ‘heat’ and ‘hot’ took place instead.

In week two we expanded on the role-play from Week 1 to bring in more problems around the house, as well as to incorporate understanding analog clocks, and saying and writing time. Additionally, we read the story ‘I Can’t Sleep: The Alarm is Beeping!’ in paragraph form. In the original curriculum, the reading of the story in paragraph form takes place at the end of week one. I find that the end of week one is not long enough for most learners at this level to truly grasp new words and concepts. This is evident by the fact that it is often difficult for learners to read the full story at the end of week one with comprehension and high word recognition—there are still many questions and errors in reading. Moving the full paragraph reading to week two (the beginning of the week for advanced learners; the end of the week for beginning learners) gives learners a chance to revisit newly acquired words, and perhaps carve out some more brain space for further acquisition.

**Week three.** This week we introduce a new context for words studied in weeks one and two—that of housing abbreviations. We add on new words within the context of housing abbreviations, and we practice going back into the text (housing ad) to look for answers and check comprehension.

Our alphabetics focus this week moves away from the alphabetics sequence in weeks one and two, and instead focuses on phonics. We start with minimal pairs work for two sounds learners have been using a lot in weeks one and two; the sound /ɛ/ as in ‘bed/bedroom’ and longer sound /æ/ as in ‘bath/bathroom’. Other alphabetics word focus this week comes in the form of syllable stress. The housing ads have several multi-

syllable words that are difficult for pre-beginning learners to spell. Because of that, we purposefully stay away from trying to spell the multisyllabic words and instead, work on counting the syllables and identifying where the stress falls in each word. This is the only part of the curriculum that we focus on syllable stress—it works best to do when there are several multisyllabic words as there are in the housing ad.

It is nice to bring this activity in at this point in the unit because the syllable stress activity is active and physically engaging—we clap out the syllables with our hands. The activity is lively and often leads to laughter because inevitably two or three learners are not able to match their claps with the rhythm and stress of the words. This activity can offer a small bit of comical relief for teachers and students. Additionally, research shows us that the task of counting syllables was easier for learners to apply to instruction (than other phonological tasks) even with unfamiliar words (Trupke-Bastidas & Poulos, 2007; Young-Scholten & Naeb, 2010).

To finish off week three, we do a lot of review. We review writing and saying our phone numbers and other demographic information. We review syllable stress and any other worksheet that learners would like to look at one more time this week. On the last day of the week three I find that, rather than bringing in new content at this point, spending ample time for review is helpful and welcomed by learners.

Finally, we make the content this week relevant to ourselves by writing and answering questions about our own living environments. The activity ‘My Home’ is a fluency check. Learners aim to understand how to record information into a table, which works on understanding print concepts, while recycling back to unit vocabulary that has been integrated into questions and answers.

For most, this is a very challenging activity. Learners who do not find this activity to be challenging are likely getting close to moving up to the next level of ESL instruction. This culminating activity in Week 3 relates to my second goal of lengthening the unit. This is a fluency activity, and it takes place after three weeks of practice with housing words in similar contexts, giving those who are ready a more difficult task within a context that has become familiar to them.

**Week four.** This week introduces a new story ‘A New Apartment’, which again recycles some of the same vocabulary from weeks one-three. Week four brings print concepts to the forefront, with the main focus being looking for information, reading, and ultimately understanding how to find information in a housing grid.

To start week four, we introduce vocabulary words without pictures for context because many words have been recycled from previous weeks. While there are new words, I wanted to build space for fluency for learners who are ready. Whereas the previous weeks’ story and related activities were much more controlled and scaffolded, this week starts off with an expectation that learners have some knowledge about the context and a familiarity with the vocabulary, both of which guide them in understanding the new context. For those learners who are not yet reading, there should be enough support at the word and sound level for the material to not be completely over their heads.

Week four alphabetic word focus begins with onset and phoneme deletion. In week four, we combine onset with phoneme deletion to show how they are related. In week one, we focused on onset and phoneme deletion as separate activities on two different days, and in week two we focused on phoneme deletion individually (before

moving onto rhyme). The two are combined in week four with the intention that learners start to see how the pieces are related. That is, the intent is that it becomes clear, and ultimately routine, for learners to 1) identify beginning sounds (onset), 2) separate beginning sounds, for example, to take /r/ away from 'rent' (phoneme deletion), and start seeing endings, in this case, '-ent', and recognize same endings in other words (*bent, dent, sent*, etc.) (recognizing rhyme). The activity of onset and phoneme deletion segues into the alphabetics focus on rhyme the next day.

In week four, we dig deep into understanding a rental table. This relates to my fourth goal of incorporating alphabetics within a greater context. The rental table activity is pieced out into three days. On the first day, we are introduced to the rental table, which is a four-by-four table with variables of rent, lease, deposit, and parking for four different apartments. The introduction includes reading, asking, and answering six simple questions about the rental table. For example, *In apartment A, how much is the rent? In apartment B, how much is the deposit?*

Due to the fact that the six 'simple' questions on the rental table were not that simple for my learners, I added in a bingo-style game on the second day. With the same rental table, learners were given all pieces of the table cut apart (bingo pieces). I asked questions in mixed up order about the table: *In apartment A, how much is the rent? In apartment C, how long is the lease?* Learners had to first locate the answer on the rental table, then find the correct 'bingo piece' on their table, and put the bingo piece on that spot on the rental table. We repeated this for the entire grid.

On the third day of looking at the rental table, learners performed a jigsaw activity. There are four different worksheets for the jigsaw, one for apartments A, B, C,

and D. Each learner was handed one blank grid with information for only their apartment in a single-row table above the rental table. Learners first needed to fill in information for their own apartment by looking at the information in the single-row table. Once that was completed, learners needed to find a person with a different apartment (indicated by a different color), and ask four questions about each apartment, filling in information where indicated on their blank table. I specified here that this was not a copying activity, but a reading, listening, and writing activity.

The rental table activity was a great productive struggle for learners. The activity offers the opportunity to grow their understanding of print concepts as related to a table, while at the same time practice test-taking strategies. The context is difficult—having provided four weeks of support and scaffolding of vocabulary and content will help those learners who are ready to master this activity as well.

### **Assessment in the Curriculum**

An assessment of student learning and progress in the classroom needs to be incorporated into any curriculum. In this curriculum that happens in two ways. First, we have unit pre- and post-tests. For the larger picture we use the CASAS assessment, which ties to level placement and advancement, as well as state and federal funding,

**Unit pre-and post-tests.** If we want to know if learners have increased their acquisition by the end of the unit, we need to know where learners were at the start. Post-testing is common at the end of units in ESL classrooms, however, pre-testing at the beginning of units is less common. Adding the component of pre-testing helps teachers shape content and instruction, and helps teachers and learners evaluate progress.

This curriculum includes a pre- and post-test. It is intended for learners be tested at the beginning of the unit on their awareness of beginning sounds, ending sounds, word recognition and answering multiple-choice questions that have been developed out of the unit in this curriculum enhancement. The same test should be used at the end of the unit to check for acquisition, which would be shown by changes in number of correct responses.

Assessment of learning in the classroom should be considered unit by unit as well as cumulatively. Many tasks that learners will be asked to do on the pre- and post-tests from this curriculum will be new for learners, especially those who have recently joined the class. Therefore, taking a snapshot of one assessment may not accurately gauge if learning is taking place; rather, a snapshot of three to six units would provide a clearer picture of whether or not learners are able to apply familiar (learned) learning tasks within a familiar context. In other words, the more assessment tests a teacher can collect from a student, the more accurate the information on student learning will be.

**CASAS assessments.** In addition to unit by unit assessment, at my school we use the CASAS Reading formal assessment for level placement and advancement. At the end of each week in this curriculum project, there is a CASAS Reading practice test. CASAS Reading practice tests help learners become familiar with the actual CASAS Reading test, which they are required to take after every 40 hours of instruction. The CASAS Reading practice tests in this curriculum follow a template similar to those in the original curriculum, which closely follows the actual CASAS Reading tests. CASAS Reading tests assess many life skills, for example, telling time, reading a calendar, identifying dollar amounts, reading menus, store signs, work schedules, and more. In the practice

tests included in this curriculum, I tried to include some of the life skill assessments within the context of housing.

As I mentioned in the beginning of this chapter, I believe that a lack of understanding of print concepts carries over into a lack of understanding test-taking strategies. The more we can get learners familiar with the process of looking for answers to multiple-choice questions elsewhere on a page (i.e., outside of the multiple-choice question, in the picture or text above the question), the better equipped they will be to understand and find the correct answers.

ABE programs, like mine, have recently been informed that upcoming (new versions of) CASAS assessments will test low-literacy learners in recognizing and producing rhyming words, blending and segmenting onset and rhyme, isolating initial, medial, and final sounds, and adding or substituting individual sounds (DOE, 2017). This is language straight from the Reading Standards Foundational Skills (USDE, 2013); this is language that has influenced the path of the alphabets enhancements in this project. This curriculum project brings into focus *recognizing and producing rhyming words, blending and segmenting onset and rhyme, isolating initial, medial, and final sounds, and adding or substituting individual sounds*. In this curriculum, I have tried to provide opportunities to demonstrate student learning via in-class guided and independent practice for onset, phoneme deletion ('substituting individual sounds'), and rhyme.

### **Evaluation of Curriculum**

I have taken steps to measure the overall effectiveness of this curriculum. I plan to work with another pre-beginning teacher at my site in about six-month's time to implement and evaluate the curriculum together. In order to collect feedback, I have

created a Curriculum Feedback Form (Appendix C). I will ask my colleague to fill out a curriculum feedback form to document the process. The Curriculum Feedback Form asks the teacher to briefly document what is working well from the curriculum, where there are struggles, what is missing from the particular needs of her classroom, and where she saw learning take place. I will also document my own teaching and learning on the Curriculum Feedback form.

After the unit has been piloted, I plan to take any new information or suggestions from my class and my colleague's class and make edits to the curriculum. Following that, I would like to test the unit with pre-beginning volunteer teachers at the other sites within our organization and ask for feedback on the effectiveness of the curriculum in their classrooms. Once all of this information is pulled together, I will revise the curriculum as needed, and then offer to promote it across other programs that offer pre-beginning adult ESL classes.

### **Timeline**

This project was completed over the course of two semesters. In the first semester, Chapters One, Two, and Three were written. In the second semester, the curriculum was written and loosely tried out in my classroom. Chapter Four was also written in the second semester. Upon completion of the project, I will present the curriculum at an ABE conference in the Twin Cities of Minnesota.

### **Summary**

In Chapter Three, I revisited the research that supported this project, and described the setting in which the curriculum was and continues to be implemented. I gave an overview of the goals for the curriculum project, and provided a description and



overview of the four-week curriculum enhancement. At the end of the chapter I outlined how the curriculum will measure student learning, as well as how the curriculum itself will be piloted and evaluated for overall effectiveness. Additionally, I gave a timeline for the project.

In Chapter Four, I talk about what I have learned throughout the capstone process. I revisit the literature review and discuss project findings. Additionally, I discuss limitations of the project. Finally, in Chapter Four I make suggestions for future research for those of us working in curriculum and instruction for non-literate and low-literacy adult English language learners.

## CHAPTER FOUR

### Conclusions and Reflection

#### Introduction

The primary objective for my curriculum enhancement project was to design instruction that builds skills in phonological awareness, phonics, and word recognition through the lens of the College and Career Readiness Standards (CCRS). Specifically, in this project I examined the Reading Standards Foundational Skills from the CCRS and incorporated several foundational reading standards into instruction for low-literacy adult ESL learners. This project addressed my research question, *How does a teacher of non-literate and low-literacy adult English language learners align instruction with college and career-readiness standards?*

In this final chapter of my capstone, I talk about what I have learned throughout the capstone process. I revisit the literature review and discuss project findings and limitations. I make suggestions for future research and other considerations for those of us working in curriculum and instruction for non-literate and low-literacy adult English language learners. I end this chapter with concluding remarks on the project as a whole.

#### Revisiting the Literature Review

Many resources from my Literature Review proved to be essential for this project. The alphabetic enhancements in this project were developed based on research from Davis (2009), specifically with low-literacy Somali learners; as well as Tarone et al. (2009), Trupke-Bastidas and Poulos (2007), Vinogradov (2010), and Young-Scholten and

Naeb (2010), which helped me design instruction and activities around phonological awareness tasks of rhyme and onset, phoneme isolation, syllable counting, and phonics and word recognition. Vinogradov's (2010) call to embed alphabetics within a context (whole-part-whole instruction), as opposed to teaching alphabetics in isolation and separated from content and meaning, was largely influential on the alphabetics sequence in this project.

Works by Bigelow and Tarone (2004), Bigelow and Vinogradov (2011), Kurvers et al. (2010), and Vinogradov (2001) validated learning tendencies and patterns that I have witnessed in my pre-beginning adult ESL class. Research on the amount of instruction time that non-literate and low-literacy learners require before moving up to a basic level of literacy was particularly helpful. That research, conducted by Kurvers et al. (2010), validated the pace at which I offer instruction, as well as my desire to lengthen the number of weeks dedicated to instruction of a single topic.

Additionally, I echo the voices of Bigelow and Tarone (2004), Davis (2009), Smyser (2016), Tarone (2009), Young-Scholten (2013) who make urgent pleas for more research to be undertaken with non-literate and low-literacy adults. We are just beginning to understand how this population learns a second language, and just beginning to understand how best to offer effective instruction with long-lasting implications for language acquisition.

### **Project Findings**

There are many places where learning took place for me as a researcher, a writer, and as teacher who is always learning. Some of the biggest learnings for me came from working with the curriculum and instruction, highlights of which are outlined below.

**Flexibility.** The first thing I have learned during the course of developing and implementing this curriculum is that my initial desire to have a cookie-cutter template of ‘always teach onset on Monday, always teach phoneme deletion on Tuesday, always teach rhyme on Wednesday’ was too contrived. A better formula seems to be to consider what sequence(s) works best over the course of a unit and depends on which step of vocabulary introduction or review is the current focus. It is much too difficult to work in all of the ‘other’ learning tasks if the curriculum is too controlled. Planning from the bigger picture of a unit leaves room for taking advantage of organic, teachable moments that only come from having flexible in a unit. Some of these organic moments turn out to be the best teaching and learning opportunities.

**Barriers of learning.** One of the most unexpected things that came out of this process is the realization that the curriculum might *not* be the most important piece of classroom learning. When given systematic, sequential, and explicit instruction, I see learning happening—I see learners grasping the idea of onset, phoneme isolation, deletion, and rhyme. However, despite my thorough and detailed planning to integrate such alphabetic tools, what actually transpires in the classroom is often a significant derailment from the curriculum.

Having systematic and sequential alphabetic activities, including lists of sight words and unit words, onset, and phoneme deletion, and rhyme does not have as much of an impact on learning when there is a multitude of learning barriers that intervene in the classroom. Our learners are refugees who are juggling many things to keep their lives in the United States afloat. Students in my class have daily and weekly appointments for themselves and their families to see doctors, case workers, case managers, county

workers, housing authorities, or teachers or administrators at their children's schools. As such, learners do not come every day, or they come late for class, or actually, come to class at any time that works for them, and continue with class only as long as it fits in their schedule. Our learners attend class for short periods of time in between working and caring for children, all the while navigating a culture submersed in print awareness and literacy skills quite unlike their own.

Some of these learning barriers create a conflict in my classroom. There is a significant difference between the expectations of Western classroom learning (i.e., the meticulousness of this project's alphabetics activities), and the skills and natural abilities that our non-literate and low-literacy learners bring with them. To use a recognizable analogy—it often feels like I am trying to push a square peg through a round hole. I am not sure that ABE programs and funding sources have realistic expectations of our lowest-literacy adult learners.

These are not issues that can be resolved in this curriculum project, but the issues made themselves more prevalent through the course of this project. Moving forward, it seems to me that we should strive to design curriculum that takes into consideration the interrupted and irregular flow of ABE classrooms, as well as consider ways we can embolden cultural nuances for the populations we serve.

**Customize tools.** Despite some of the rough patches in the trial of this project, I do feel that I have created an alphabetics tool that works for its specific purpose—to help non-literate and low-literacy learners develop some pre-reading and reading skills, such as decoding (isolating, pronouncing, and segmenting phonemes), and recognizing and pronouncing rhyming words. The alphabetics tool refers to the sequence of introducing

and practicing vocabulary in four major stages. First, using picture vocabulary cards and a word list; second, sorting vocabulary by beginning sounds (onset); third, taking away beginning sounds to focus on word endings (phoneme deletion); and finally, focusing on word families (rhyming). The tool itself works well in my classroom, and I will continue to use it as often as possible within our story-based curriculum.

### **Project Limitations**

This four-week unit on housing covers many topics, but it does not cover simple housing vocabulary about furniture or rooms in a house. If this unit were adapted into a larger curriculum, another week or two could be spent just on that. While I used a story that already exists within our curriculum, it would be nice to see the unit push further and discuss issues of advocacy, public housing, and housing discrimination. Other colleagues of mine in the Twin Cities are developing comprehensive units around fair housing for pre-beginning ESL. It would be wonderful to collaborate with these colleagues to develop a unit on housing that is more complete and relevant for our learners.

Another limitation to this curriculum may be that it was developed with specific learners in mind. The question needs to be asked if learner issues described in this project are transferrable to other non-literate and low-literacy learners of ethnicities other than Somali. An even narrower lens would consider whether the learner issues are transferrable to non-literate and low-literacy learners that come from oral traditions other than Somali. Either or both of these considerations may be limitations for this project.

There may also be limitations to this curriculum when used in settings with varied instructors. Volunteer-led classes may find themselves working through the curriculum differently than a teacher would in my position who leads the class daily. The curriculum

was written with particular instructions for each day. In theory, any teacher should be able to pick up the curriculum and deliver instruction for any given day. However, having the position of being in the classroom daily and knowing specifically what transpires day in and day out has its advantages. Teaching from the curriculum daily, an instructor knows if activities need more time or need to be revisited the next day, and they have knowledge of learner progress. This allows instructors to track learning and revisit areas of difficulty with the whole group or individual learners as needed. Carrying over instruction and monitoring specific classroom and individual needs is not necessarily an option in settings where instruction varies from day to day.

### **Future Research**

I would be interested to see research in whether or not there is a correlation between developing an awareness of print concepts and an increase in test-taking strategies for non-literate and low-literacy adult learners. Both of these seem to point back to learning strategies. Reimer (2008) recommended that low-literacy learners benefit from teachers integrating learning strategies into instruction, as well as from recycling strategies once they have been taught. Perhaps a closer examination of developing learning strategies with low-literacy learners and measuring the impact on awareness of print concepts and test-taking strategies would be worthwhile.

While I love the idea of Mental Orthographic Representations (MORs), they did not make it into my curriculum enhancement project. The MORs method is based on principles of Learning Theory, which promotes variability of input to help learners discover and learn patterns through chunking language (Smyser, 2016). A future study on working with MORs in a pre-beginning adult ESL classroom is definitely worthwhile,

especially in classes like mine that come from oral traditions and have a particular knack for memorization.

Ultimately, future research needs to identify instructional strategies to teach concepts in recognizing and producing rhyming words, blending and segmenting onset and rhyme, isolating initial, medial, and final sounds, and adding or substituting individual sounds for whole group instruction for non-literate and low-literacy adult ESL. These skills will be tested in formal assessments, such as the CASAS test (DOE, 2017), and instructors need to know how to work them into instruction. My attempts to teach those skills in this project came out of trial and error in my classroom, and they are still being evaluated. Additional approaches to teaching these alphabetics would be beneficial for all of us involved with pre-beginning adult ESL.

### **Other Considerations**

During the process of writing this project, other topic areas and ideas came to my attention. While not directly related to my curriculum project, these ideas add value to the larger discussion of adult ESL curriculum and are worth mentioning here.

**New content.** It would be great to see our current curriculum incorporate some simple non-fiction texts to help set up our learners with skills, knowledge, and tools to use in the real world. One example is a comparison of educational systems and practices (Parrish, 2015). In my experience, many challenges we face in adult ESL classes come from differences in teachers' and learners' experiences, norms, and expectations in the classroom. Many learners in my class do not have the same expectations about classroom behavior in an adult classroom in the United States; for example, coming in quietly when



coming in late, listening when the teacher is talking, not talking over the teacher, and not interrupting the teacher in the middle of a lesson to ask personal questions.

Developing new content to address these areas would be beneficial. Often these differences make it challenging for learners and teachers to find common ground in the classroom. As such, a comparison of educational systems would likely be an extremely helpful and eye-opening lesson for all. As a teacher in a traditional Western setting, I might learn that traditional ways of teaching in the United States, such as providing whole group instruction, does not always work best for my learners despite my best efforts. In her action research study, Reimer (2008) concluded that for low-literacy learners who are not accustomed to traditional classroom learning, other forms of experiential and informal community-based learning might help learners find more successes in learning English.

**Broadening instruction.** Similarly, in their action research study, Kurvers et al. (2006) found that portfolio strategies led to successes in reading in greater amounts than that of whole-group instruction alone. Portfolios allowed both teachers and learners to track what they had learned and to indicate where learning still needed to take place. This research inspires at least two opportunities to expand learning in my classroom.

First, since large group instruction is by far the primary means of instruction in my classroom, there is room for discussion and consideration of this teaching method. Learners could discuss benefits and disadvantages of whole group instruction, or give opinions on how teachers could maximize whole class learning with limited resources (high student to teacher ratios). Activities like these get students thinking about and taking part in their own learning. Having teachers and learners identify and discuss

differences in instruction also helps learners build skills in critical thinking and self-management, two important skills in managing ones' own learning.

Additionally, I could research the portfolio approach, and make considerations for implementing student-teacher communications around learning, through the portfolio. For the most part, my learners do not take learning into their own hands and are still 'teacher-oriented'—as in the teacher teaches and the student learns. Learners in my pre-beginning adult ESL classroom are not familiar with instruction based on learning strategies of whole-group instruction, pair work, self-reflection, self-management, or time management.

Broadening instruction in this way directs both teachers and learners to reflect on their learning and draw on prior knowledge. It is exciting for me to think about my learners building awareness in learning strategies, critical thinking, and self-management, skills I imagine to be outcomes of working with portfolios.

**Social relevance.** Future curriculum projects should consider the social relevance of second language acquisition with regard to immigrant and refugee populations worldwide. Literacy skills for refugees and immigrants determine the ability to integrate and be adopted into a new society (Vinogradov, 2001). Literacy skills, some argue specifically oral skills in L2, are the biggest factor of economic and social integration into a new society (Young-Scholten, 2013). Our work in SLA should take on the social responsibility of helping learners become self-sufficient members of the societies in which they live. We have to teach more than just survival skills like riding the bus or reporting a problem to a landlord. If we fail to provide curricula and instruction that supports both language acquisition and integration into society, we fail our learners.

Vinogradov advises “if we do not give [adult learners] the tools to compete for better paying jobs, argue for their rights, and participate fully in their communities, we are helping to keep them in submissive roles in society” (2001, p. 15).

If we do not give adult learners the tools they need to succeed now, we also impact their futures. Research shows that those with the lowest-literacy skills are the lowest paid workers, and remain so throughout their lifetime in the United States (Smyser, 2016). In her research on refugees in the United States participating in the labor market, Smyser states, “without improvement in print literacy, [refugees] are forced to remain in these low wage jobs because they are unable to: complete a résumé using language that will attract an employer, understand job postings in their entirety, read about their rights as workers, or complete job applications correctly on their own” (2016, p. 14). As educators, we must continue to advocate for future research to take into consideration these challenges that our learners face.

### **Summary and Conclusion**

In this chapter, I talked about what I have learned throughout the capstone process. I revisited the literature review and discussed project findings. Additionally, I discussed limitations of the project. To conclude the chapter and the project, I made suggestions for future research for those of us working in curriculum and instruction for non-literate and low-literacy adult English language learners.

It was my hope that this curriculum enhancement project would answer, or at the very least clarify, some of the questions I have about working with non-literate and low-literacy adult ESL learners. I wanted to identify teaching methods and strategies that can help put learners on track to acquiring basic reading skills. While I still have many questions about working with emergent readers, I feel I have discovered a few tools to

put in teachers' toolboxes that can increase instruction of alphabets and decoding, and can help low-literacy adult ESL learners develop skills in basic reading.

Working on this curriculum project has shown me the importance of studying non-literate and low-literacy adults ESL learners. We are taking small steps, this project takes small steps. But, there is still much more research that needs to take place to understand how this population learns a second language, as well as how to best offer effective instruction for these learners.

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## **Appendix A**

### **Definitions**

ELA	English Language Arts. Refers to the language strands of the College and Career Readiness Standards. It is differentiated from the math strands.
ELL	English Language Learner.
ELP	English Language Proficiencies for adult education. This is the companion set of language standards that are written specifically for the English language learner. The ELPs provide language support for the College and Career Readiness Standards (CCRS).
ESL	English a Second Language.
CCR/S	College and Career Readiness Standards. Adult education standards manual from the U.S. Department of Education.
CCSS	Common Core State Standards. K-12 education standards. The CCSS served as a starting point for the College and Career Readiness Standards (CCRS) for adults.
MDE	Minnesota Department of Education.
MORs	Mental Orthographic Representations. Refers to chunking language in an effort to create picture representations of words in the brain.

LESLLA	Refers to low-educated second language and literacy acquisition adult learners.
RF	Reading Foundational skill from the Foundational Skills Reading Standards in the College and Career Readiness Standards (CCRS).
SLA	Second Language Acquisition theory.
USDE	U.S. Department of Education.

## **Appendix B**

### **Reading Standards Foundational Skills**

**Reading Foundational Skills 1: Print Concepts.** RF.1 comes from the Minnesota Academic Standards (MDE, 2010). Print concepts refers to the basic and assumed knowledge of reading English printed text of any format (worksheets, pages in a book, a book itself from cover to cover, test pages, etc.). Learners show proficiency in print concepts by demonstrating an understanding of the spoken word-written language (oral-print) relationship; following print from left to right, top to bottom, page to page; recognizing basic features of sentences in print (word + spaces = sentences); and recognizing and naming all upper and lower case Roman alphabetic letters (Frank, 2016; MDE, 2010).

**Reading Foundational Skills 2: Phonological Awareness.** RF.2. Phonological awareness refers to recognizing, distinguishing, counting, isolating, and substituting sounds, among others actions, to speak with accuracy. In more detail, RF.2 includes the following proficiencies: recognizing and producing rhyming words; distinguishing long from short vowel sounds in spoken single-syllable words; counting, pronouncing, blending, and segmenting syllables in spoken words; isolating and pronouncing initial, medial vowels, and final sounds (phonemes) in spoken single-syllable words; and adding

or substituting individual sounds in simple, one-syllable words to make new words. This is not the exhaustive list of phonological awareness activities named in the reading foundations, but these are some of the areas that will be incorporated into this curriculum enhancement project (USDE, 2016, p. 41).

**Reading Foundation 3: Phonics and Word Recognition.** RF.3. Phonics and word recognition refers to analyzing and decoding words. Proficiency in these areas includes demonstrating basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds of the twenty-one consonants; associating the long and short sounds with common spellings (graphemes) for the five major vowels; knowing the spelling-sound correspondences for common consonant digraphs (*ch, sh, th*, etc.); decoding regularly spelled one-syllable words; decoding two-syllable words following basic patterns of breaking words into syllables, and reading words with inflectional endings (*-s, -ed*) (USDE, 2013, p. 42).

**Reading Foundation 4. Fluency.** RF.4. Fluency refers to reading with enough accuracy that comprehension is achieved. Fluency proficiencies include reading grade-level texts with purpose and understanding; reading grade-level texts orally with accuracy and at an appropriate rate; and using contexts to confirm or self-correct word recognition and understanding (USDE, 2013, p. 43).

## Appendix C

### Curriculum Feedback Form

Unit: \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

*Directions:* Please jot down notes about the curriculum at the end of each day or week.  
You do not need to comment on all areas.

<b>Week # _____</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>
What worked well for you this week? What will you try again in another unit?				
Where did you struggle and/or need to improvise or adapt the curriculum?				
What was left out of the curriculum that would have helped you with your instruction?				
Where did you see learning take place?				
Other comments				

*This form has been condensed to fit onto one page.*

## **Appendix D**

### **Curriculum Enhancement**

# Capstone Project: Housing Unit Expansion

companion for

A CURRICULUM AND INSTRUCTION RESOURCE FOR TEACHERS OF  
LOW-LITERACY ADULT ENGLISH LANGUAGE LEARNERS:  
INCORPORATING READING STANDARDS FOUNDATIONAL SKILLS  
FOR LOW-LITERACY ESL

by

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A capstone submitted in partial fulfillment of the requirements for the degree of  
Master of Arts in English as a Second Language.

Hamline University

St. Paul, Minnesota

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## HOUSING WEEK 1

# HOUSING WEEK #1

## Topic: Problems Around the House

### Lesson Objectives:

- Read and write simple sentences about home repair problems
- Practice calling a landlord to report a problem

### Assessment:

- Rhyme
- Onset
- Initial phoneme deletion
- Formal: CASAS practice tests
- Informal: Text-dependent Questions (TDQ's)

**Alphabetics Enhancement [AE] from CCRS Reading Standards Foundations Skills:** [All standards from Level A unless otherwise noted]

- **RF.3.j.** Read common high-frequency words by sight.
- **RF.2.g.** Isolate and pronounce initial, medial vowel and final sounds in single-syllable words.
- **RF.3.a.** Demonstrate basic knowledge of one-to-one letter sound correspondences.
- **RF.3.e.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **RF.3.f.** Know final -e for representing long vowel sounds.
- **RF.2.a.** Recognize and produce rhyming words.
- **RF.2.c.** Count, pronounce, blend, and segment syllables in spoken words.
- **RF.2.d.** Blend and segment onsets and rimes of single-syllable spoken words.
- **RF.2.h.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### WEEK 1 Materials:

- 'I Can't Sleep' Word List
- 1 set vocabulary pictures, enlarged
- 1 set large vocabulary words
- 1 set per table of small vocab pictures
- 1 set per table of small vocab words
- Vocabulary Worksheet [picture grid]
- Story-"I Can't Sleep: The Alarm is Beeping"
- blank notecards
- Worksheet-I Can't Sleep YES or NO, Letter/Sound Dictations, Syllables
- Rhyme for Housing Unit (week 1) (3 sets, cut up)
- Rhyme Words ½ sheet
- 'I Can't Sleep' Rhyme Words Practice Worksheet
- Onset for Housing Unit (week 1)
- Onset ½ sheet
- 'I Can't Sleep' Role-play
- Role-play sentence scramble (conversation with manager)
- Initial phoneme deletion ½ sheet
- 'I Can't Sleep' sentence strips
- CASAS Practice Test (week 1)
- Text Dependent questions (graphic organizer)
- smoke alarm and battery (if available)



## HOUSING WEEK 1

[AE] alphabetics enhancement; [MLC] from original lesson plan

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>(warm-up):  <b>Review</b> sight words [AE] or 'I Can't Sleep' Word List</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Introduce Topic:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit Pre-Test</b></li> <li>• Introduce topic <i>Problems in the home</i></li> <li>• Introduce vocabulary [AE]</li> </ul> <p><b>Practice word focus:</b></p> <ul style="list-style-type: none"> <li>• Practice new vocabulary [AE]</li> <li>• Listen to the story (without text)</li> </ul> <p><b>Computer Literacy:</b> (choose 1 or more)</p> <ol style="list-style-type: none"> <li>1) focus on phonics a/o spelling (MobyMax or Spelling City) [AE]</li> <li>2) type word list or the story in MS Word</li> <li>3) Listen to the story [VoiceThread or Youtube or on iPads]</li> </ol>	<p>(warm-up):  <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabetics</b> [AE]</p> <ul style="list-style-type: none"> <li>• onset (beginning sounds)</li> </ul> <p><b>Practice with the story:</b></p> <ul style="list-style-type: none"> <li>• Read the Story "I Can't Sleep: The Alarm is Beeping!" [AE] Word Recognition</li> </ul> <p><b>Comprehension Check:</b></p> <ul style="list-style-type: none"> <li>• Discuss Story "I Can't Sleep: The Alarm is Beeping!" &amp; Answer YES or NO questions [MLC] Initial and Final Sounds.</li> </ul>	<p>(warm-up):  <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabetics</b> [AE]</p> <ul style="list-style-type: none"> <li>• phoneme deletion</li> </ul> <p><b>Practice word/sentence focus:</b></p> <ul style="list-style-type: none"> <li>• Dictations (word for low-level; sentence for others)</li> <li>• (Introduce Conversation with manager)</li> </ul> <p><b>Life Application:</b></p> <ul style="list-style-type: none"> <li>• Sentence scramble</li> <li>• Conversation with manager</li> <li>• Jigsaw Conversation with Manager</li> <li>• Role-Play</li> </ul>	<p>(warm-up):  <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabetics</b> [AE]</p> <ul style="list-style-type: none"> <li>• rhyme words</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• CASAS Reading Practice Test</li> <li>• Sentence Strips</li> </ul> <p><b>Comprehension Check:</b></p> <ul style="list-style-type: none"> <li>• Text-Dependent Questions (TDQ's) and graphic organizer</li> </ul>

## HOUSING WEEK 2

## HOUSING WEEK #2

Topic: Report other Problems in the House

### Lesson Objectives:

- say and write other problems in the house
- say and write time
- ask manager what time he/she can come to address the problem

### Assessment:

- Rhyme
- Onset
- Initial phoneme deletion
- Formal: CASAS practice tests

**Alphabetics Enhancement [AE] from CCRS Reading Standards Foundations Skills:** [All standards from Level A unless otherwise noted]

- **RF.3.j.** Read common high-frequency words by sight.
- **RF.3.a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- **RF.3.b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- **RF.2.a.** Recognize and produce rhyming words.
- **RF.2.d.** Blend and segment onsets and rimes of single-syllable spoken words.
- **RF.3.k.** Recognize and read grade-appropriate irregularly spelled words.
- **RF.2.h.** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **RF.3.b.** [Level B] Know spelling-sound correspondences for additional common vowel teams.

### WEEK 2 Materials:

- 'I Can't Sleep' Word List
- Clocks worksheet (Longman *ESL Literacy* p. 61-62) (not attached)
- Paper clocks with moveable hands
- cards with time [time cards] (not attached)
- Role-play sentence scramble (conversation with manager from week 1)
- Story in paragraph form "I Can't Sleep: The Alarm is Beeping!"
- Clocks/Time Worksheet
- Pictures—Other problems in the home Worksheet
- Pictures (flashcards)—Other problems in the home, cut apart in sets of 16
- Initial phoneme deletion ½ sheet
- I have a problem Role-play (Mingle worksheet)
- Heat and Hot minimal pairs ½ sheet
- More Problems Rhyme Words Practice Worksheet
- CASAS Practice Test (week 2)
- 'I Can't Sleep' sentence strips

## HOUSING WEEK 2

[AE] alphabetics enhancement; [MLC] from original lesson plan

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>(warm-up): <b>Review</b> 'I Can't Sleep' Word List</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Life Skill:</b></p> <ul style="list-style-type: none"> <li>Practice writing time</li> </ul> <p><b>Review (choose level)</b></p> <ul style="list-style-type: none"> <li>Review Rhyme Words from Thursday</li> <li>Review role-play with manager (sentence strips for lower-level)</li> <li>Read story in paragraph form "I Can't Sleep: The Alarm is Beeping!" [MLC]</li> </ul> <p><b>Computer Literacy:</b> (choose 1 or more)</p> <ol style="list-style-type: none"> <li>phonics (MobyMax or Spelling City)</li> <li>type word list or the story in MS Word</li> <li>Listen to the story [Voice Thread or Youtube or on iPads]</li> </ol>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Life Skill:</b></p> <ul style="list-style-type: none"> <li>Practice writing and asking about time</li> </ul> <p><b>Introduce Topic:</b></p> <ul style="list-style-type: none"> <li>Introduce topic: <i>Other problems in the home</i></li> <li>Introduce new vocabulary using "What's the matter?"</li> </ul> <p><b>Alphabetics</b> [AE]</p> <ul style="list-style-type: none"> <li><u>minimal pairs</u> <i>heat</i> and <i>hot</i></li> </ul> <p><b>Practice new vocabulary:</b></p> <ul style="list-style-type: none"> <li>Matching/Concentration and write words in notebooks</li> </ul>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabetics</b> [AE]</p> <ul style="list-style-type: none"> <li>phoneme deletion</li> </ul> <p><b>Whole word focus:</b> [AE]</p> <ul style="list-style-type: none"> <li>Review words with concentration/matching activity</li> <li>walking dictation or teacher dictation</li> </ul> <p><b>Life Skill:</b></p> <ul style="list-style-type: none"> <li>Role-Play &amp; Mingle "What time can you come?" [Use Concentration and time cards]</li> </ul>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabetics</b> [AE]</p> <ul style="list-style-type: none"> <li>rhyme words</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>Review Time</li> <li>CASAS Reading Practice Test</li> </ul> <p><b>Fluency Practice:</b></p> <ul style="list-style-type: none"> <li>Final reading of story in paragraph form</li> </ul> <p><b>Preview for next week:</b></p> <ul style="list-style-type: none"> <li>Numeracy: <i>time, money, zip code or phone number</i></li> </ul>

## HOUSING WEEK 3

## HOUSING WEEK #3

**Topic:** Problems around the House

**Lesson Objectives:**

- identify and practice housing abbreviations
- ask and answer questions from housing ad
- say and write personal phone number

**Assessment:**

- Formal: CASAS practice tests
- Informal: Text-dependent Questions (TDQ's)

**Alphabetics Enhancement [AE] from CCRS Reading Standards Foundations Skills:**

- **RF.2.b.** Distinguish long from short vowel sounds in spoken single-syllable words.
- **RF.2.c.** Count, pronounce, blend, and segment syllables in spoken words.
- **RF.3.b.** [Level B] Know spelling-sound correspondences for additional common vowel teams.

**WEEK 3 Materials:**

- Small cards with demographic information (not attached)
- *Sounds Easy!* worksheet on a/e P. 107-108 (not attached)
- Housing Ad paragraph
- Housing Ad Grid
- Housing abbreviations and words cards
- Housing Ad Q & A
- Phone Number Mingle)
- Word/Syllable ½ sheet
- syllable notecards (not attached)
- 'My rental Ad' (My Home) worksheet
- CASAS practice test activity (5 worksheets)
- Answer sheet for 5 questions (not attached)
- CASAS Reading practice test (week 3)
- Housing Ad Mingle

## HOUSING WEEK 3

[AE] alphabets enhancement

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>(warm-up): <b>Review</b> Numeracy: <i>time, money, zip code or phone number</i> “What is your phone number?”</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets:</b> [AE]</p> <ul style="list-style-type: none"> <li>minimal pairs “e/a” <i>bed/bath</i></li> </ul> <p><b>Introduce topic:</b></p> <ul style="list-style-type: none"> <li>Housing ad/abbreviations paragraph</li> <li>“How many bedrooms?” grid—write abbreviations</li> </ul> <p><b>Computer Literacy:</b> (choose 1 or more)</p> <ol style="list-style-type: none"> <li>focus on phonics a/o spelling (MobyMax or Spelling City)</li> <li>wordpress.com practice application info</li> </ol>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i> Abbreviations cards</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets:</b> [AE]</p> <ul style="list-style-type: none"> <li>review “e/a” <i>bed/bath</i></li> </ul> <p><b>Word focus:</b></p> <ul style="list-style-type: none"> <li>review abbreviations and words on grid</li> <li>matching abbreviations with word cards (lower-level)</li> <li>read housing ad with partner</li> </ul> <p><b>Comprehension Check:</b></p> <ul style="list-style-type: none"> <li>Comprehension Q’s about housing ad “How much is the rent?”</li> <li>Ask and answer Q’s about housing ad</li> <li>Write and say ph# [ask and answer “What is your ph#]</li> </ul>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i> Abbreviations</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets:</b> [AE]</p> <ul style="list-style-type: none"> <li>syllable stress <i>bedroom, apartment, appliances, utilities, manager</i></li> </ul> <p><b>Writing Practice:</b></p> <ul style="list-style-type: none"> <li>‘My Home’ (housing ad) [feature amenities]</li> </ul> <p><b>Fluency/Speaking:</b></p> <ul style="list-style-type: none"> <li>Q &amp; A answer about ‘My Home’</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>CASAS practice ‘walking dictation’ style</li> <li>Informal TDQ’s, point to or highlight in text</li> </ul>	<p>(warm-up): <b>Q &amp; A mingle</b> “What is your _____?” (<i>street, state, city, zip</i>)</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets:</b> [AE]</p> <ul style="list-style-type: none"> <li>review syllable stress—large syllable cards</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>CASAS practice test</li> </ul> <p><b>Mingle/Grid:</b></p> <ul style="list-style-type: none"> <li>Ask and write answers to questions about ‘My Home’</li> </ul>

## HOUSING WEEK 4

## HOUSING WEEK #4

**Topic:** A New Apartment

### Lesson Objectives:

- Read and write simple sentences about “A New Apartment”
- Read a housing chart
- Ask and answer questions about a housing chart

### Assessment:

- Rhyme
- Onset
- Initial phoneme deletion
- Formal: CASAS practice tests

### Alphabetics Enhancement [AE] from CCRS Reading Standards Foundations Skills:

- **RF.3.j.** Read common high-frequency words by sight.
- **RF.2.g.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **RF.3.h.** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **RF.2.a.** Recognize and produce rhyming words.
- **RF.2.d.** Blend and segment onsets and rimes of single-syllable spoken words.
- **RF.3.c.** Know the spelling-sound correspondences for common consonant digraphs.

### WEEK 4 Materials:

- letter tiles or banana grams (not attached)
- Story “A New Apartment” from *Story by Story*
- Vocabulary Flashcards
- A New Apartment YES or NO worksheet
- Onset for Housing (week 4)
- Onset ½ sheet
- Rhyme Words (week 4)
- Rhyme Words ½ sheet
- A New Apartment Rhyme Words Practice Worksheet
- colored ¼ sheets of paper (not attached)
- Apartment Rental Information (Rental Grid)
- Rental Bingo Table
- Jigsaw Mingle worksheets
- CASAS Practice Test

## HOUSING WEEK 4

[AE] alphabets enhancement

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>(warm-up): <b>Review</b> 'I Can't Sleep' Word List</p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Introduce topic:</b></p> <ul style="list-style-type: none"> <li>• "A New Apartment"</li> <li>• Introduce vocabulary [AE] (8 new words)</li> </ul> <p><b>Practice word focus:</b></p> <ul style="list-style-type: none"> <li>• Practice new vocabulary [AE]</li> <li>• Listen to the story (without text)</li> </ul> <p><b>Computer Literacy:</b> (choose 1 or more)</p> <ol style="list-style-type: none"> <li>1) focus on phonics (MobyMax or Spelling City)</li> <li>2) type word list or the story in MS Word</li> <li>3) Listen to the story [VoiceThread or Youtube or on iPads]</li> </ol>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets</b></p> <ul style="list-style-type: none"> <li>• Onset &amp; Initial phoneme deletion [AE]</li> </ul> <p><b>Practice with the story:</b></p> <ul style="list-style-type: none"> <li>• Read the story</li> <li>• Low-level copy words, practice spelling</li> </ul> <p><b>Reading: Housing Chart:</b></p> <ul style="list-style-type: none"> <li>• "Apartment Rental Information"</li> <li>• Practice asking and answering Q's</li> </ul>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets</b></p> <ul style="list-style-type: none"> <li>• Rhyme Words [AE]</li> </ul> <p><b>Practice with the story:</b></p> <ul style="list-style-type: none"> <li>• Read the story 'A New Apartment'</li> <li>• dictation sentences</li> </ul> <p><b>Reading: Housing Chart:</b></p> <ul style="list-style-type: none"> <li>• "Bingo" style ask about the rent, lease, deposit &amp; parking</li> <li>• Mingle: Ask questions about the housing chart</li> </ul>	<p>(warm-up): <b>Quiz-Quiz-Trade</b> <i>What do you have?</i></p> <p>Calendar &amp; Temperature (see attached <i>Instructions for Calendar and Temperature Routine</i>)</p> <p><b>Alphabets</b></p> <ul style="list-style-type: none"> <li>• Review rhyme words from Wednesday</li> <li>• focus on 'th' [AE]</li> </ul> <p><b>Comprehension Check:</b></p> <ul style="list-style-type: none"> <li>• Read sentences and answer YES or NO</li> <li>• Write new sentences</li> </ul> <p><b>Jigsaw Mingle:</b></p> <ul style="list-style-type: none"> <li>• Complete 1 section of chart</li> <li>• Ask for missing information</li> <li>• Fill in missing information on chart</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• CASAS Practice test</li> <li>• Unit Post-test</li> </ul>

## WEEK # 1

### MONDAY (week 1)

➤ **Materials:** 'I Can't Sleep' Word List or note cards of sight words

#### Warm-up (15 mn)

**Review sight words** [AE: RF.3.j. Read common high-frequency words by sight]

1. Choose 8-12 sight words from 'I Can't Sleep' word list and write them on the board (*and, are, but, can, her, in, is, it, my, no, on, the*, etc.).
2. Instruct learners copy words into their notebooks.
3. Circle new or unfamiliar words in notebooks.
4. Teacher walks around room as available, asks learners to read words. Provide feedback as necessary.

This will be quick and for learners who come in late they may not have a chance to work on sight words. Get learners into the routine of pulling out these words each day this week before class or on the break. Learners will see these words in the story this week.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

#### **Assessment: Unit Pre-Test**

➤ **Materials:** Unit Pre-Test

Give Unit Pre-Test to learners. Set aside, and compare at end of unit.

#### **Introduce Topic (45 mn) *Problems in the home***

##### Step 1: Context

1. Set the scene/elicite background information: Tell your learners a true or probable story about a problem in your house.

*Example: Last night after my husband and I went to bed, we woke up to a dripping sound. In our bedroom we heard drip, drip, drip. Do you know what a drip is? (wait for responses, and add on) Yes—a drip is from water. And last night after all the rain we had, we had a problem with our roof. The water was dripping from our roof. Have any of you ever had water drip from your roof? Have you had water drip from any other part of your house? Maybe in your bathroom or in your kitchen? (Give learners time to share stories) What other problems have you had in your home?*

2. Elicit some problems in the home from your students. Repeat what they say/paraphrase for the whole class and write any problems on the board.



- Continue: *Students, today we are going to talk about problems in the home. We are going to talk about a smoke alarm beeping. Do you know what a smoke detector is? Do you have a smoke detector in your house or apartment?* If you have a smoke alarm with you, show learners the smoke alarm. Have them repeat *alarm. This is an alarm. This is a smoke alarm.*

➤ **Materials:** 1 set vocabulary pictures, enlarged

Step 2: Introduce Vocabulary

- Project or hold up one of the 8 vocabulary word pictures from the story “I Can’t Sleep: The Alarm is Beeping!” Ask *What is this?* Learners call out words they know.
- Go through each picture one a time. Ask learners each time to try to name the object. Say or repeat the word the picture represents. Ask learners to repeat each word aloud.

The focus at this point is only on the aural/oral connection—learners may be eager to write/copy the words. Tell learners they will write the words in a minute, for now, please listen and repeat.


- After you have cycled through all the pictures (8 vocabulary words), review them one at a time as a large group. Put one picture on overhead or hold up for learners to see. Go through more quickly this time. Ask learners: *What is this?*

➤ **Materials:** 1 set small vocabulary pictures (cut from picture grid)

Step 3: Practice—Quiz-Quiz-Trade

- Pass out small vocabulary pictures, one for each learner. Write the question on the board: **What do you have?** Practice saying the question as a large group. Model the following conversation with a learner:


**Teacher: What do you have?**



Student: I have \_\_\_\_ (sleep)\_\_\_\_\_.

**Teacher: Great, can you ask me this question?**

Student: What do you have?



**Teacher: I have \_\_\_\_ (alarm)\_\_\_\_\_.**

**Teacher: Let's trade.** (trade pictures) *Change partners and ask again.*

- Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade pictures to get practice with as many new vocabulary words as possible. Repeat for about 5 minutes, then collect the pictures and ask learners to sit down.

➤ **Materials:** Vocabulary Worksheet [picture grid]

Step 4: Self-Check

1. Hand out the vocabulary worksheet [picture grid] with small vocabulary pictures and blank boxes.
2. Instruct learners to write their names at the top of the paper.
3. Project vocabulary worksheet on overhead. Zoom to picture #1. Ask: *What is this?* Elicit “sleep”. Great, ‘sleep’. *What is the beginning sound of the word ‘sleep’?* [AE: RF.2. g. Isolate and pronounce initial, medial vowel and final sounds in single-syllable words].
4. Go through each sound of sleep: [s-l -ee -p] [AE: RF.3.a. Demonstrate basic knowledge of one-to-one letter sound correspondences].
5. Ask learners to give each sound and letter name, and spell together. Write words on vocabulary worksheet together as class, with learners checking the overhead for spelling.
6. Learners copy and write on their worksheet. Check that all learners are writing the word in the correct space on the paper. **Repeat for each of the 8 words.**

Step 5: Practice the Vocabulary (30 mn) (word recognition) [AE: RF.3.e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (night/light); RF.3.f. Know final –e for representing long vowel sounds].

➤ **Materials:** 1-1 set of small vocabulary pictures  
2-1 set small vocabulary words

Demonstration of Matching Game (2 Parts)

1. (Part 1). Bring learners over to one table and model/demonstrate how to match vocab pictures with vocab words. For this part the cards are all FACE UP and learners match pictures with words. Practice pointing to each picture and each word and repeating the vocabulary.
2. (Part 2) Flip all cards over so the pictures and words are FACE DOWN. This is like the game of concentration. Ask one learner to flip over a card, SAY THE WORD aloud whether it is a picture or the written word. The same learner will flip over a second card, SAY THE WORD aloud.
3. Decide if this is a match or not. If it is a match, the learner sets that pair aside. If it is not a match, the learner turns both cards back upside down and the next learner repeats the activity.

➤ **Materials:** 1-sets of small vocabulary pictures, 1 per table or small group  
2-sets of small vocabulary words, 1 per table or small group

Practice.

4. Learners return to their seats/tables.
5. Hand out one set of small vocabulary pictures and one set of small vocabulary words to each table (or pairs depending on class size).

6. Spend the first 5-10 minutes matching the cards FACE UP (Part 1).
7. After some time, announce to the class that they need to flip the cards over and play the matching game with cards FACE DOWN (Part 2). Give another 10 minutes to practice.
8. Collect sets of pictures and vocabulary words.

**[Note]:** Make sure that learners are repeating EACH WORD/PICTURE as they flip. The tendency is for learners to say 'yes' or 'no' instead of saying each word. This exercise gives learners great practice in recognizing and pronouncing the vocabulary.

#### Step 6: Self-Check: Copy words into notebooks

1. Ask learners to open their notebooks to a clean page.
2. Write the date at the top of the page (2-19-18).
3. Copy all 8 vocabulary words into notebooks.
4. Turn to a partner and practice reading the words again.
5. Walk around room, listen and help with pronunciation. Check spelling is correct in notebooks.

- **Materials:** 1-vocabulary pictures, enlarged  
 2-large vocabulary words  
 3-Story "I Can't Sleep: The Alarm is Beeping!" (don't pass out right away)

#### Introduce the story of the week : "I Can't Sleep: The Alarm is Beeping!"

##### Step 1: Present the Story

1. Read aloud the story "I Can't Sleep: The Alarm is Beeping!" Students do not have a copy of the story at this point. Students just listen.
2. Hand out one vocabulary picture or one vocabulary word to each learner. Read the story aloud again. Ask learners to raise their picture or word when they hear it in the story.

##### Step 2: Hand out Story

3. Hand out the story to learners. Learners may have a few minutes to look over on their own before the end of class. Tell learners to put story into their class binders or take home. Learners will look at the story in class on Tuesday, Wednesday, and Thursday.

#### Computer Literacy (45 mn-1 hour) (choose 1 or more)

- 1) Focus on phonics a/o spelling (MobyMax or Spelling City) [**AE: RF.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound of many of the most frequent sounds for each consonant; RF.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**]
- 2) Type word list or the story in MS Word
- 3) Listen to the story [VoiceThread, Youtube, or iPads]

## TUESDAY (week 1)

➤ **Materials:** 1 set vocabulary pictures, enlarged

### Warm-up (15 mn)

**Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: What do you have?
2. Practice saying the question as a large group.
3. Pass out vocabulary pictures from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade pictures to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the pictures and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

### Alphabetics (30 mn)

Focus on **Onset**. [AE RF.2.d. Blend and segment onsets [beginning sounds] and rimes.]

Step 1: Controlled Practice (about 10 mn) (5-6 sets of three)

1. Write the following words on the board. Ask learners to identify the beginning sounds of each word. Which word does not begin with the same sound as the other words? Use more examples if necessary.

mice / rice / mouse

2. Tell learners they will be listening for the one word that is different in each set of three words. Read the sets of words below to the large class. Ask learners to identify which word in the set of 3 words does not begin with the same sound.

1. manager / morning / alarm
2. first / last / fire
3. beep / bedroom / sleep
4. light / night / loud
5. light / alarm / alike
6. window / alarm / water

➤ **Materials:** blank notecards (not attached)

Step 2: Guided Practice (5 mn)

1. Divide the class into 3 groups. Designate the 3 groups by putting 3 columns on the board, each group with a different word for its header (*for example, manager, alarm, and night*).

2. Hand out several notecards to each group. Have learners write 1-2 new words that begin with the same sound as the word in their column on the board.
3. Check words on cards. When learners are ready, have them go to the board and write their new words in their (correct) column.
4. Go over/check words together as large group once every group has contributed.

➤ **Materials:** 1-Onset for Housing (week 1) (cut up, enough sets for partners)  
2-Onset ½ sheet

Step 3: Independent Practice (about 10-15 mn) **Sort**.

1. Hand out sets of word to partners. Use the example provided or 16-20 words including target words from story and other sight words or content words that you've been studying.
2. Ask learners to sort words by beginning sounds.
3. Hand out Onset (beginning sounds) ½ sheet like the one below.
4. Learners choose 1 set of same beginning sounds from their sort and copy on the paper. Check with the teacher when finished.

Name _____ Date _____  What is the beginning sound? _____ Copy the words. 1. _____ 2. _____ 3. _____ 4. _____
--

➤ **Materials:** Story of the week "I Can't Sleep: The Alarm is Beeping!"

**Read the Story (45 mn)** [MLC] (The whole reading sequence is from MLC curriculum except for all of Step 3 and Step 4.4 )

**Teacher Directions:** Story of the Week: Literacy-Materials: copies of I Can't Sleep: The Alarm is Beeping!

Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: "What do you see? What is this? What is he/she doing?"

2. Pre-teach the words ***Smoke alarm*** and ***beep*** using pictures and/or props.
3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

#### Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

#### Step 3: Find words in Context (word recognition) [AE: RF.3.e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.]

8. Dictate words. Learners circle unit vocabulary words in context (plus two additional words). For low-level learners, have a set of vocabulary cards and/or vocabulary worksheet on table. Point to the words as needed for low-level learners.

Read the following:

“In sentence 2, circle BEEP (one time) (may need to prompt *What’s the beginning sound of beep?*)

In sentence 3, circle LOUD.

In sentence 5, circle LIGHT.

In sentence 6, circle ALARM.

In sentence 7, circle SMOKE.

In sentence 8, circle FIRE.

In sentence 9, circle NIGHT.

In sentence 10, circle SLEEP.

In sentence 13, circle BROKEN ) (may need to prompt *What’s the beginning sound of broken?*)

In sentence 15, circle BATTERY.”

9. Go back to top of page. Using overhead, point to circled words and say together as a class.
10. Repeat once or twice as large group.
11. Turn to a partner and repeat again.

#### Step 4: Assess Comprehension

1. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.

➤ **Materials:** Worksheet-“I Can’t Sleep” YES or NO, Letter/Sound Dictations, Syllables

2. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
3. **Complete the dictation exercise.** [MLC] The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.
4. **Syllable stress for multi-syllabic words. Use rhyming words in context.** [AE: RF.2.c. Count, pronounce, blend and segment syllables in spoken words.] The back side of YES or NO worksheet has more word focus activities. Start with clapping out and drawing bubbles for the six words. Can learners tell which syllables have the strongest stress in each word? Rhyme—focus on *-eep* family words in context. Copy. Read together as class or with a partner.
5. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

➤ **Materials:** smoke alarm and battery (if available)

**(Extra Time): Demonstration:** Change a Smoke Alarm Battery

If available to you, bring in a smoke alarm and battery. Ask: *Has anyone changed a battery in a smoke alarm?* If yes, see if a willing volunteer will change the battery in front of the class. Test the alarm to see if the battery was put in properly. Demonstrate to learners how to change the battery. Have learners try on their own or with a partner.

**WEDNESDAY (week 1)**

- **Materials:** 1-small vocabulary pictures  
2-small vocabulary words

**Warm-up (15 mn)**

**Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out vocabulary words or pictures from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade words or pictures to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the cards and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

**Alphabetics (30 mn)**

[AE: RF.2.h. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words). [Initial phoneme deletion]

**Step 1: Controlled Practice (about 10 mn)**

1. Write the word *call* on the board. Instruct learners Listen to the word 'call.' Ask *what is the beginning sound?* ['c'] *Great, so the beginning is 'c' and the ending sound is 'all.'* Let's repeat 'all'. [all in choral unison]. Now let's take away the 'c', what is the ending when we take away 'c'? Point to the C on the board. *What does it sound like if I take away the 'c'?* Cover up or cross off the 'c' and elicit learner sot say 'all'.
2. Instructions for learners: *Listen to these words. Let's identify the beginning sounds of each word. Then repeat the word without that beginning sound.* Work through list with learners, giving as much support as needed, including giving/confirming each response. Ask questions like *What is the beginning sound? What happens if I take away the beginning sound?*

[Note: overemphasizing the ending of each word is okay in this practice. Identifying the beginning sounds will be doable for most learners at this level. The endings of words are harder to 'hear.' Really emphasizing the endings is helpful. For example: *eeeeeeP; owwwwwD; ooooooK, ayyyyyyT, etc.*]

1. beep (eep)
2. loud (oud)
3. smoke (oke)
4. night (ight)
5. alarm (larm or arm)

**Step 2: Guided Practice (5 mn)**

3. Ask learners to give you another word (other than from list of 5 above) and write it on the board. Learners copy word into notebook. Turn to a partner and mark off the beginning sound. Say the word without the first letter to a partner. Teacher confirm with pairs/whole class. Try with a second word.

➤ **Materials:** Initial phoneme deletion ½ sheet

**Step 3: Independent Practice (about 10-15 mn)**

4. Hand out the Initial phoneme deletion ½ sheet. Go over the example together. Identify and isolate the first letter of *call*. *What's the beginning sound in 'call'? What letter is that?* Cross off the first letter ('c').
5. Copy the word again **without** the initial letter/sound ('all'). Repeat the ending 'all'.
6. Write the words *beep*, *night*, and *smoke* on the board.



7. Start the first one together. Have learners copy *beep* onto number 1 of the ½ sheet. *Let's copy 'beep' onto number 1. How do you spell beep? B-E-E-P.*
8. Identify and isolate the first letter. *What's the beginning sound in 'beep'? What letter is that? Cross off the first letter ('b').*
9. Copy the word again **without** the initial letter/sound ('eep'). Repeat the ending 'eep' together.
10. Repeat for *night* and *smoke*. Check with teacher when finished.

Name \_\_\_\_\_ Date \_\_\_\_\_

Copy 3 words. Write the words without the beginning sounds.

Example: ~~c~~all      all

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

➤ **Materials:** colored ½ sheets of paper (not attached)

**Assessment: Self-Check (45 mn) [Choose 1 of 2 Writing Practice Activities]**

## Writing Practice 1

Dictations (**word** for low-level; **sentence** for others)

Learners not yet reading and/or low-level readers will write only the target word from each sentence. Learners that are able to will try to write the entire sentence. One way to divide readers is to hand out two different colored ½ sheets of paper for learners to write on. For example, those with **blue paper** write at the word level; those with **green paper** write at the sentence level.

1. On the board, tape the ½ sheet of blue paper on the left side toward the top of the board and the green ½ sheet of paper on the right side toward the top. Model one example and explain: *If you have the blue paper, write sleep. If you have the green paper, write We can't sleep.*
2. Learners number 1-6 on their paper.
3. Dictate the following words and sentences. For example, in #1 say *Alarm. The alarm is beeping. If you have a blue paper, write 'alarm'; if you have the green paper, write 'The alarm is beeping.'*
  1. alarm / The alarm is beeping.
  2. loud / It is very loud.
  3. smoke / There is no smoke.
  4. fire / There is no fire.
  5. battery / It needs a new battery.
  6. broken / The smoke alarm is broken.

4. Write the words and sentences on board. This can be done by either the teacher or students, depending on time. Go over as large class.

OR

➤ **Materials:** large vocabulary words and/or large vocabulary pictures

## Writing Practice 2

### Walking Dictation

As an alternative, this could be done as a **Walking Dictation** exercise with 8-10 words (target vocab plus *beep* and *broken*). Use large pictures and/or large vocab words and mix up the original order.

1. Number pictures and/or words 1-10 and put up around the room or in a hallway.
2. Divide learners into partners and assign partners A and B. Partner A is the **writer** and Partner B is the **runner/reader**.
3. Partner B goes out to hallway and reads word # 1, then goes back to classroom and *quietly* tells partner. Partner A tries to spell the word (write) in notebook from memory. Repeat for #2-5.
4. Switch roles. Partner B is the **runner/reader** and Partner A is the **writer** for #6-10.
5. Write answers on board and go over as large group.

### Comprehension Check and Introduce Conversation with manager

1. Return to the story. Ask learners to recall when Nadira calls her apartment manager. Ask *What did the manager say?* Talk about the phrase *What's the matter?* Ask learners *What does 'matter' mean? Is there another way to say 'matter'?* Elicit 'problem' from learners.
2. Write both phrases on the board. Learners practice saying *What's the matter?* and *What's the problem?*

## **Role-Play Conversation with Manager (1 hour)** [Choose 1 of 3 Role-Play activities]

(A: Lower-Level; B: Middle Level; C: Advanced Level)

➤ **Materials:** 1-role-play sentence scramble (conversation with manager)  
2-'I Can't Sleep' Role-play

### A: Lower-Level Activities

#### Step 1. Introduce Sentences

1. Hand out 'I Can't Sleep' Role-play and role-play sentence scramble to pairs.
2. More-assisted option: Learners turn over 'I Can't Sleep' Role-play worksheet and listen to teacher read the conversation. Learners find the sentences in front of them and put together the conversation.

3. Less-assisted option: Learners read and follow conversation on their own, putting words together to form sentences from the conversation.

### Step 2. Practice the Conversation

4. Learners practice reading each word and sentence. Learners role-play the conversation by alternating who reads for the manager and who reads for the tenant.

### ➤ **Materials:** 'I Can't Sleep' Role-play

### **B: Middle-Level Activities**

#### Step 1. Introduce Dialogue

1. Pass out 'I Can't Sleep' Role-Play to learners. Project on overhead and read together. Go over 'manager' and 'tenant'. Ask *Who is the tenant?* Elicit responses and direct learners to understand their 'title' as a person living in an apartment is *tenant*.
2. Ask comprehension questions: *What does the manager ask? Is the alarm broken? Is there a fire? Can the manager come today?*

#### Step 2. Role Play the Conversation

3. Model the role play in front of class with one of the more advanced learners. Say the role of the manager and have learner say the role of tenant. Try to perform roles without reading from the paper. Switch roles and repeat.
4. Ask for two volunteers to come up in front of class and role-play the conversation. Encourage learners to try to say without reading from the paper. Encourage learners with lots of praise and clapping.
5. Continue to ask for volunteers to come up front to read a part. Encourage all learners to read a part, but if someone(s) is especially resistant, do not force him/her to read a part today. Maybe he/she will the next time.

### ➤ **Materials:** 1-'I Can't Sleep' Role-play 2-Highlighter markers

### **C: Advanced-Level Activities**

#### Jigsaw Conversation with Manager

#### Step 1: Introduce the Dialogue

1. Divide the class in half and designate one side of the room A and the other side B. Hand out highlighters to learners. If possible, give one colored highlighter to A (yellow) and a different colored highlighter to B (blue).
2. Tell Side A *You are going to be the manager. What does the manager say?* Elicit 'What's the matter?' *Great, highlight 'What's the matter?'* This will need to be demonstrated. Allow for some time for the highlighting to happen.

3. Group A highlights the 3 lines for the manager.
4. Repeat the same with Group B. Ask *What is the first thing the tenant says?* Elicit *My smoke alarm....*
5. Group B highlights the 4 lines for the tenant.

### Step 2: Practice the roles

6. In groups of A (manager) and B (tenant), learners spend a good amount of time memorizing the script. In same-groups, practice splitting up sentences to help with memorization. For example repeating *My smoke alarm...My smoke alarm...My smoke alarm...and then is broken....is broken....is broken....* And finally combining *My smoke alarm is broken*.

### Step 3: Role-Play the Conversation

7. After a solid 15 or more minutes ask for one volunteer from group A and one from group B to come up to the front of the class. Try to recite the script from memory.
8. Repeat with all learners. Encourage learners to try to say without reading from the paper. Encourage learners with lots of praise and clapping.

Time-Saving Alternative: Divide the class in two BEFORE handing out the worksheets and highlight learners roles ahead of time. Depending on your learners' levels of understanding, you may want the highlighting to be a learning experience today, or you may not.

[Note on dividing the class: If you know your learners' levels and if there is a clear distinction between lower learners and more advanced learners, arrange class so that the lower learners take Part A (manager) and the more advanced learners take the role for Part B (tenant).]

### Role-Play

#### I Can't Sleep Role-Play:

**Manager:** What's the matter?

**Tenant:** My alarm is broken.  
It is beeping but there is no fire.

**Manager:** It needs a new battery.  
I can come tomorrow.

**Tenant:** We can't sleep.  
Please come today!

**THURSDAY (week 1)**➤ **Materials:** small vocabulary words**Warm-up (15 mn)****Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out vocabulary words from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade words to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the cards and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)**Alphabetics (30 mn)**Focus on **Rhyme**. [AE: RF.2.a. Recognize and produce rhyming words.]**Step 1. Controlled Practice** (about 10 mn) (5-6 sets of three) Aural Discrimination.

1. Write **rhyme** on the board and have learners repeat 'rhyme'. Explain as much or as little as needed that rhyming words sound the same at the end. Write the two examples on the board:  
                     night / light / sleep                                      smoke / sleep / beep
2. Underline 'ight' in the first set and 'eep' in the 2<sup>nd</sup> set. Tell learners the words (in each set) sound the same at the end (and they are spelled the same way in this case). This means the words rhyme. Check for understanding. Provide another example if needed.
3. Recite each set of 3 words below to learners. Ask learners to identify which word in each set does not sound the same at the end. Ask learners *Which word doesn't rhyme?* Confirm and repeat correct responses for whole class to hear.

[Note—some of this needs to be aural but some needs to be written too otherwise we're assessing for something different below in Independent Practice].

1. light / loud / night
2. loud / proud / light
3. battery / beep / sleep
4. fire / wire / night
5. alarm / woke / smoke

➤ **Materials:** blank notecards (not attached)

Step 2: Guided Practice (5 mn)

1. Choose one of the rhyming words from above and write it on the board. [beep]
2. Hand out blank notecards to partners.
3. Learners copy the focus word onto the notecard.
4. Cross off the beginning sound. [b] Copy the ending below the original word. [\_\_eep]
5. Learners make a guess at a rhyming word by changing the first letter of the word and writing it on the notecard in front of \_\_eep (*deep, jeep, keep, peep, seep, weep*).
6. Walk around the room to confirm/correct.
7. Have one learner from each group come up to the board and write their new word.
8. Practice saying aloud rhyming words together as a large group.

➤ **Materials:**    **1-Rhyme for Housing Unit (week 1)** (3 sets, cut up)  
                          **2-Rhyme words ½ sheet**

Step 3: Independent Practice (about 10-15 mn)

1. Give a set of **10 Rhyme Words** cards to each pair of learners. [choose 1 of 3 sets for each pair]
2. Ask learners to sort sets by rhyming words. Remind learners they are looking for words that are spelled the same at the end. There are some rhyming pairs and some words that don't rhyme.
3. Distribute an answer sheet like the one below.

<p>Name _____ Date _____</p> <p>Which words rhyme?</p> <p>1. _____ and _____</p> <p>2. _____ and _____</p> <p>3. _____ and _____</p>
--

4. Work in partners. Write 3 sets of rhyming pairs on the paper.
5. Check with teacher when finished.

**[Note:** The first several times you do this routine it will likely take more than 30 minutes. Keep working on it and pare down where you can. The goal is to have it be routinized.]

### **Expansion Activity/Extra Practice**

- **Materials:** I Can't Sleep Rhyme Words Practice Worksheet  
Dictate word lists for extra practice with rhyming words.
- **Materials:** CASAS Reading Practice Test (week 1)

### **Assessment and/or test practice (45 mn)**

#### **Step 1. CASAS Practice Test (week 1)**

1. Hand out the practice test to learners. Give learners about 10-15 minutes to look at quietly on their own.
2. Project onto overhead and go over as large group.

- **Materials:** 1-Story 'I Can't Sleep'  
2-'I Can't Sleep' sentence strips

#### **Step 2. Sentence Strips**

1. For those who finish right away and understand the assessment, pull out the story of the week.
2. Hand out envelopes with Sentences Strips.
3. Learners put the sentences in order to form the story.
4. Practice reading with a partner.

- **Materials:** Text Dependent questions (graphic organizer)

### **Understanding the Text (TDQ's) (1 hour)**

#### **Step 1. Set-up for Text Dependent Questions**

1. Students take out their story of the week **I Can't Sleep: The Alarm is Beeping!**
2. Hand out TDQ's Graphic Organizer ['Talk about the story'].
3. Project graphic organizer on overhead. Go through each column asking questions about the story.
4. Use the questions below to get learners started. Try to come up with one answer as a large group and have learners try to come up with a second/third answer in small groups.

#### **Text-Dependent Questions:**

- **Who** is in the story? [Nadira, family, manager] *What people are in the story? What line number do you see Nadira's name? Show me in the story. Where do you see Nadira? Who else is in the story? Where do you see this?*

Model copying down answers in the WHO column of graphic organizer.

- **Where** are the people in this story? *Are they at school? Are they at work? [apartment, bedroom] How do you know? Where do you see apartment? What line*

*number says apartment? How do you know they are in the bedroom? Show me where it says 'bedroom'.*

Copy down answers in WHERE column of graphic organizer.

- **When** *does this story take place?* [at night; in the morning] *What does WHEN tell us?* [time or time of day or date]. *Is this story in the morning? Is it in the day? How do you know? Where does it say 'at night'? Show me in the story. Is the story ONLY at night? How do you know it is also in the morning? Where does it say this? What is the line number?*

Copy down answers in WHEN column of graphic organizer.

- **What** *is the problem in the story?* [possible answers: alarm is beeping; family can't sleep; alarm is broken; alarm needs new battery]. *Show me where it says this. Where does it say 'alarm is broken?' What line tells us 'needs a new battery?'*

Copy down answers in WHAT column of graphic organizer.

### Step 2. Self-Check

1. Practice with a partner. Use the graphic organizer and the story together to ask *Who*, *Where*, *When* and *What*.

The goal of this exercise is to get learners to point to the sentences in the story and/or give the sentence number that corresponds to the answers for each of these questions.

2. Review as large group. Repeat the 4 Wh questions (*Who is in the story? Where are the people in this story? When does this story happen? What is the problem in the story?*) Call on individuals or ask for volunteers to respond.

## WEEK # 2

### MONDAY (week 2)

#### ➤ **Materials:** 'I Can't Sleep' Word List

#### **Warm-up (15 mn)**

**Review sight words** [AE: RF.3.j. Read common high-frequency words by sight] and vocab from this week

1. Learners take out word list.
2. Read quietly at tables or practice with a partner.
3. Review words circled in notebook from week 1.



This will be quick and for learners who come in late they may not have a chance to work on sight words. Get learners into the routine of pulling out these words each day this week as they come in early, and/or on the break.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

➤ **Materials:** Clock with moveable hands (not attached)

**Life Skill (30 mn): Writing Time**

Step 1. Assess Needs

1. Begin by assessing what your learners understand/don't understand about telling time on an analog clock as well as writing the time of the day. Use moveable paper clocks if available to you and/or draw a large circle on the board.
2. Talk about the hour hand and the minute hand. Write the numbers 1-12 on your clock for the hours. Ask *How many hours on the clock? How many hours in one day? What does the little hand tell us?* (hours) *What does the big hand tell us?* (minutes)
3. Count by 5's as you go around the clock to help learners understand counting minutes. Ask *How many minutes is it when the little hand is on the 3? How about on the 6? On the 9?*

➤ **Materials:** Longman Literacy hangout P. 61-62 (not attached)

Step 2. Practice.

4. Give learners copy of clock worksheet from Longman *ESL Literacy* P. 61-62. Say and write times as instructed. Go through worksheet as slowly or as quickly as learners are able to.

Step 3. Self-Check/Dictation

1. Learners open their notebooks and number 1-6.
2. Write a time frame on the board [ \_\_\_\_ : \_\_\_\_ ]. Explain that the complete hour comes before the colon and minutes (always in 2 digits) come after the colon.
3. Read 5-6 times of the day to learners. Learners copy the times into notebook.  
[For example: 10:00, 9:05, 8:10, 7:15, 11:30, and 1:01]
4. Walk around the room and check that digits and colon are in the correct places.

**Review Content (45 mn): (choose 1 or more)**

➤ **Materials:** I Can't Sleep Rhyme Word Practice Worksheet

Review Rhyme Words

1. Pull out 'I Can't Sleep' Rhyme words practice worksheet from Thursday (or hand out new for those absent).
2. Practice reading as small groups or whole class.

3. For those absent on Thursday, copy worksheet from a partner, or do one-one dictation if possible.

OR

➤ **Materials:** Role-play sentence scramble (conversation with manager)

Review role-play with manager (lower-level)

1. Learners take out sentence scramble and role-play conversation from last Wednesday. Learners go through conversation on their own or with a partner to put the sentences in order.
2. Practice reading individual words and full sentences.
3. Using the Sentence Scramble, learners copy the conversation into notebooks.

OR

➤ **Materials:** Story in paragraph form “I Can’t Sleep: The Alarm is Beeping!”

Step 1: Context/Read story in paragraph form “I Can’t Sleep: The Alarm is Beeping!” (upper level) [MLC Curriculum]

1. Distribute new copies of I Can’t Sleep story. This version is written in paragraph format, instead of list format.
2. Ask: “Where is the title?” Have everyone find and point to the title. Read the title together.
3. Ask: “How many paragraphs?” Model how to identify and count the paragraphs.
4. Point to paragraph 1. Ask “How many sentences?” Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.

Step 2: Practice the Text

5. Give learners a minute or two to quietly look at the text. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. Teacher reads the story aloud while learners follow the words with a pencil or finger silently.
7. Teacher reads and learners repeat each line of the story.
8. Practice the text again with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

Ask inference questions. Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

9. Learners evaluate their own comprehension. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t

understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

### **Computer Literacy (45 mn-1 hour)** (choose 1 or more)

- 1) Focus on phonics a/o spelling (MobyMax or Spelling City) [**AE RF.3.a.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant; RF.3.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.]
- 2) Type word list or the story in MS Word
- 3) Listen to the story [VoiceThread or Youtube or iPads]

## **TUESDAY (week 2)**

➤ **Materials:** Word list (not attached)

### **Warm-up (15 mn)**

**Review sight words** [**AE: RF.3.j.** Read common high-frequency words by sight] or vocab from last week.

1. Place cards or word lists from last week or prior weeks at tables.
2. Instruct learners to go through each card (like flash cards) and make two piles: 1) words they know or think they know and 2) words they don't know.
3. Learners write new words into notebooks. If using a word list, learners read as much of the list as they can from top to bottom. Write new or unfamiliar words in notebooks.
4. Teacher walks around room as available, asks learners to read words. Provide feedback as necessary.

This will be quick and for learners who come in late they may not have a chance to work on sight words. Get learners into the routine of pulling out these words each day this week as they come in early, and/or on the break.

### **Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

➤ **Materials:** 1-Clocks/Time Worksheet  
2-copies of small clocks with different times (cut up Clocks/Time Worksheet)

### **Life Skill: Telling, Writing, and Saying Time (30 mn)**

#### Step 1. Review Writing Time

1. Give learners worksheet for writing times. Use attached Clocks/Time Worksheet or create one of your own.
2. Project on overhead and complete together.
3. Walk around the room and check for accuracy.

### Step 2. Practice Saying Time

Using the same clocks from Step 1, white out the times and/or write in new times. Cut worksheet apart so that each clock is on its own. You may need to enlarge clocks for the next step.

4. Hand out one clock with hours and minutes drawn but no written time.
5. Learners mingle and ask each other “What time is it?” Read and say times, then change clocks.
6. Find a new partner. Repeat.

## **Introduce Topic (45 mn) Other problems in the home**

### Step 1. Context

1. Set the scene/ elicit background information: *Last week we talked about the problem in Nadira’s apartment. What was the problem? Who did she call? Do you call the manager? What other problems do you have in your homes? Today we are going to talk about other problems in the home.*

➤ **Materials:** 1 set of pictures (flashcards), other problems in the home

### Step 2. Introduce Vocabulary

*(mice, bugs, toilet, broken window, leaking ceiling, no hot water, no heat, alarm)*

2. Show pictures from **Flashcards—Other problems in the home**. Go through each picture one a time and ask learners *What is this? What’s the problem?* The focus at this point is only on the aural/oral connection—learners may be eager to write/copy the words. Tell learners they will write the words in a minute, for now, please listen and repeat.
3. After you have cycled through all the pictures (8 vocabulary words), review them on more time as a large group. Put one picture at a time on overhead or hold up for learners to see. Go through more quickly this time. Ask learners: “What’s the problem?”

### Step 3. Practice the vocabulary pictures—Quiz-Quiz-Trade

4. Pass out smaller copies of the pictures, one for each learner. For larger classes you may need to copy a few sets so that all learners have a picture. Write the question on the board: **What’s the problem?** Practice saying the question as a large group, then model the following conversation with a learner:

**Teacher: What do you have?**

Student: I have \_\_\_\_\_

**T: Great, can you ask me this question?**

S: What do you have?

**T: I have** \_\_\_\_\_

**T: Let’s trade.** (trade pictures)

5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade pictures to get practice with as many new vocabulary words as possible. Repeat for about 5 minutes, then collect the pictures and ask learners to sit down.

➤ **Materials:** pictures (flashcards), other problems in the home

Step 4: Review words

6. Learners sit down. Give learners copy of the worksheet **Flashcards—Other problems in the home.** Practice with a partner at the tables asking *What's the problem?*

**Alphabetics (30 mn): minimal pairs** (*heat and hot*)

Focus on /iy/ and /a/. [AE: RF.2.b. know spelling-sound correspondences for additional common vowel teams.]

➤ **Materials:** notecards (not attached)

Step 1: Guided Practice (5 mn)

1. Draw two columns on the board. Write heat at the top of one column and hot at the top of the other. Practice the vowel sounds /iy/ as in *heat* and /a/ as in *hot*. Draw attention to the shape your mouth makes for /iy/ and /a/.
2. Hand out notecards to partners or tables. Learners copy the column you have drawn on the board. As a class, come up with 1-2 other words with /iy/ and /a/ and write them under the correct column.

[Note: while this is an exercise in distinguishing vowel sounds and not on rhyming words, it will be easier to use words that rhyme with *heat* and *hot* for your examples.]

3. Practice saying aloud both sets of words as a large group. Emphasize /iy/ and /a/.

➤ **Materials:** Heat and Hot minimal pairs ½ sheet

Step 3. Independent Practice (about 10-15 mn)

4. Erase the board.
5. Write 10 or more familiar words on the board. Have some words that rhyme with *heat*, some that rhyme with *hot*, and some that don't rhyme with either. Use this list, or write your own: (meat, dot, hat, seat, pot, get, beat, lot, tap, shot)
6. Distribute an answer sheet like the one below. Ask learners to sort the words, finding ones that rhyme with the target words.
7. Write the words on the paper. Check with teacher when finished.

Name _____ Date _____	
heat	hot

- **Materials:** pictures (flashcards), other problems in the home, cut apart, 1 set for each table or small group

**Self-Check new vocabulary (30 mn)** (word recognition) [**AE: RF.3.k.** Recognize and read grade-appropriate irregularly spelled words.]

Matching/Concentration Game and Spelling Practice.

Step 1. Demonstration

1. Matching Game (2 Parts): (Part 1) Bring learners over to one table and model/demonstrate how to match vocab pictures with vocab cards. For this part the cards are all face up and learners are matching pictures with words.
2. Point to a picture and say the word.
3. Find the matching word and repeat the word aloud. Set matching sets aside.
4. (Part 2). Flip all cards over so the pictures and words are facing down. This is like the game of concentration.
5. One card at a time and one person at a time, flip over a card, **SAY THE WORD** aloud whether it is a picture or the written word. The same learner flips over a second card, **SAYS THE WORD** aloud.
6. Decide if this is a match or not. If it is a match, the learner sets that pair aside. If it is not a match, the learner turns both cards back upside down and the next learner repeats the activity.

Step 2. Practice

7. Learners return to their seats/tables. Hand out one set of **small vocabulary pictures** and one set of **small vocabulary words** to each table (or pairs depending on class size).
8. Spend the first 5-10 minutes matching the cards face UP (Part 1).

9. After some time, announce to the class that they need to flip the cards over and play the matching game (Part 2).

Make sure that learners are repeating EACH WORD/PICTURE as they flip. The tendency is for learners to say 'yes' or 'no' instead of saying each word. This exercise gives learners great practice in recognizing and pronouncing the vocabulary.

### Step 3. Spelling Practice

10. With remaining time, or when learners seem to have had enough of the matching game, ask learners to open their notebooks to a clean page.
11. Write the date at the top of the page (2-19-18). Copy all 8 vocabulary words into notebooks.
12. Practice reading the words again with a partner.
13. Walk around room and listen and help with pronunciation.

## WEDNESDAY (week 2)

➤ **Materials:** pictures (flashcards), other problems in the home

### Warm-up (15 mn)

**Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out vocabulary pictures from Tuesday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade pictures to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the pictures and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

### Alphabetics (30 mn)

**[AE: RF.2.h. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words)].** [Initial phoneme deletion]

### Step 1. Controlled Practice (about 10 mn)

1. Write the word *call* on the board. Instruct learners Listen to the word 'call.' Ask *what is the beginning sound?* ['c'] *Great, so the beginning is 'c' and the ending sound is 'all.'* Let's repeat 'all'. [*all* in choral unison]. Now let's take away the 'c', what is the ending when we take away 'c'? Point

to the C on the board. *What does it sound like if I take away the 'c'?* Cover up or cross off the 'c' and elicit learner not say 'all'.

- Instructions for learners: *Listen to these words. Let's identify the beginning sounds of each word. Then repeat the word without that beginning sound.* Work through list with learners, giving as much support as needed, including giving/confirming each response. Ask questions like *What is the beginning sound? What happens if I take away the beginning sound?*

[Note: overemphasizing the ending of each word is okay in this practice. Identifying the beginning sounds will be doable for most learners at this level. The endings of words are harder to 'hear.' Really emphasizing the endings is helpful. For example: *eeeeP; aaark; ayyyyyT, etc.*]

- sleep (eep)
- dark (ark)
- light (ight)
- fire (ire)
- new (ew)

### Step 2. Guided Practice (5 mn)

- Ask learners to give you another word (other than from list of 5 above) and write it on the board. Learners copy word into notebook. Turn to a partner and mark off the beginning sound. Then repeat with a partner. Teacher confirm with pairs/whole class. Try with a second word.

### ➤ **Materials:** Initial phoneme deletion ½ sheet

### Step 3. Independent Practice (about 10-15 mn)

- [Write on board or] Hand out 3-5 words from target vocabulary (heat, hot, bugs, mice, alarm) to learners individually or in pairs. Have learners choose any 3 words and copy onto the ½ sheet.
- Cross off the first letter. Then copy the word again **without** the initial letter/sound.
- Check with teacher when finished.

Name _____ Date _____
Copy 3 words. Write the words without the beginning sounds. Example: <u><del>call</del></u> <u>all</u>
1. _____
2. _____
3. _____



➤ **Materials:** pictures (flashcards), other problems in the home

### **Whole word focus/Review New Words (45 mn-1 hr)**

#### **Step 1. Matching Game (15 mn)**

1. In pairs or small groups at tables. Hand out one set of **small vocabulary pictures** and one set of **small vocabulary word cards** to each table (or pairs depending on class size).
2. Spend the first 5 minutes making matches with the words and pictures face UP (Part 1). Point to each picture and each card and say the words one time through.
3. Flip the cards over and play the matching game (Part 2). This is like the game of concentration. One card at a time and one person at a time, flip over a card, **SAY THE WORD** aloud whether it is a picture or the written word. The same learner flips over a second card, **SAYS THE WORD** aloud.
4. Decide if this is a match or not. If it is a match, the learner sets that pair aside. If it is not a match, the learner turns both cards back upside down and the next learner repeats the activity.

Make sure that learners are repeating EACH WORD/PICTURE as they flip. The tendency is for learners to say 'yes' or 'no' instead of saying each word. This exercise gives learners great practice in recognizing and pronouncing the vocabulary.

#### **Step 2: Self-Check (30-45 mn)**

#### **Writing Practice [Choose 1 of 2]**

➤ **Materials:** pictures (flashcards), or vocabulary words from other problems in the home, cut apart

Walking Dictation: Use 8-10 vocab words from this week (*other problems in the home flashcards*). Use pictures or vocabulary words and mix up the original order.

1. Number words 1-10 and put up around the room or in the hallway.
2. Divide learners into partners.
3. Assign A and B. Partner A is the 'writer' and Partner B is the 'runner/reader'. Partner A stays seated, opens notebook and waits for partner B. Partner B goes out to hallway and reads word # 1, goes back to classroom and quietly tells partner. Partner A tries to spell the word in notebook from memory.
4. Repeat for #2-5.
5. Switch roles. Partner A is the 'runner/reader' and Partner B is the 'writer' for #6-10.
6. Check words/spelling together as a large group on the board.

OR

➤ **Materials:** colored sheets of paper (not attached)

Teacher Dictation: Use 6-8 vocab words from this week (*other problems in the home flashcards*).

Dictations (**word level** for low-level; **sentence level** for others)

Learners not yet reading and/or low-level readers, will write only the target word from each sentence. Learners that are able to will try to write the entire sentence. One way to divide readers is to hand out two different colored ½ sheets of paper for learners to write on. For example, those with blue paper write at the word level; those with green paper write at the sentence level.

1. On the board, tape the ½ sheet of blue paper on the left side toward the top of the board and the green ½ sheet of paper on the right side toward the top.
2. All students number 1-6 on their paper.
3. Model one example and explain: *If you have the blue paper, write sleep. If you have the green paper, write We can't sleep.*
4. Dictate: *Mice. There are mice. Blue papers, write 'mice'; green papers, write 'There are mice.'*
  1. mice / There are mice.
  2. bugs / There are bugs.
  3. window / The window is broken.
  4. alarm / The alarm is not working.
  5. hot (water) / There is no hot water.
  6. heat / There is no heat.
5. Check together. Depending on time- teacher or students write the words and sentences on board. Go over as large class.

➤ **Materials:** 1-pictures (flashcards), other problems in the home  
2-copies of small clocks with different times (cut up Clocks/Time Worksheet)

### Life Skill/Role-Play

Step 1. Practice Dialogue "I have a problem Role-Play"

1. Project or write "I have a problem Role-Play" on board. Read through with learners.
2. Use *other problems* flash cards and clock/time cards from Tuesday. Hold a *problems* card for the tenant; hold up a *clock* for the part of the manager.
3. Divide learners into small groups of 3 or 4. Give each group a set of *other problems* flashcards and a set of clock cards. Keep in two piles (one *problems*, one *clocks*) and turn both sets of cards upside down.
4. One learner draws from *other problems* pile (reads role of tenant), another learner draws from *clocks* pile (reads role of manager). Practice several times.

Step 2. Role-Play

- Put one pile of *other problems* cards and one pile of *clocks* card near front of room.
- Invite two learners to come to front of class and role-play the conversation.

➤ **Materials:** I have a problem Role-play (MINGLE)Step 3: Optional Mingle

- Use role-play mingle worksheet; learners record the problems and the times.

Role-Play**I have a problem Role-Play:**

**Manager:** (ring, ring....) Hello?

**Tenant:** My name is \_\_\_\_\_. I live in apartment # \_\_\_\_\_.  
I have a problem.

**Manager:** What's the problem?

**Tenant:** (draws card and reports problem).

**Manager:** (draws card with time/clock). I can come today at \_\_\_\_ : \_\_\_\_.

**THURSDAY (week 2)**➤ **Materials:** Flash cards of this week's vocabulary**Warm-up (15 mn)****Quiz-Quiz-Trade** *What do you have?*

- Write the question on the board: **What do you have?**
- Practice saying the question as a large group.
- Pass out vocabulary words from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have* \_\_\_\_\_.
- Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have* \_\_\_\_\_.
- Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade words to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the cards and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

## **Alphabetics (30 mn):**

Focus on **Rhyme**. [AE: RF.2.a. Recognize and produce rhyming words.]

Step 1. Controlled Practice (about 10 mn) (5-6 sets of three) Aural Discrimination.

1. Write **rhyme** on the board and have learners repeat 'rhyme'. Explain as much or as little as needed that rhyming words sound the same at the end. Write the two examples on the board:  
                     night / light / sleep                                      smoke / sleep / beep
2. Underline 'ight' in the first set and 'eep' in the 2<sup>nd</sup> set. Tell learners the words (in each set) sound the same at the end (and they are spelled the same way in this case). This means the words rhyme. Check for understanding. Provide another example if needed.
3. Recite each set of 3 words below to learners. Ask learners to identify which word in each set does not sound the same at the end. Ask learners *Which word doesn't rhyme?* Confirm and repeat correct responses for whole class to hear.

[Note—some of this needs to be aural but some needs to be written too otherwise we're assessing for something different below in Independent Practice].

1. light / loud / night
2. loud / proud / light
3. battery / beep / sleep
4. fire / wire / night
5. alarm / woke / smoke

### ➤ **Materials:** More Problems Rhyme Words Practice Worksheet

Step 2: Guided Practice (20 mn)

1. Hand out Worksheet 'More Problems Rhyme Words Practice Worksheet'. Project on overhead.
2. Dictate word lists for *heat*, *hot*, and *mice*.
3. Ask learners *What is the beginning sound? What is the ending when I take the beginning sound?* This reinforce the phoneme deletion work from Wednesday.
4. Learners write in the first letter for each word.
5. For number 6 on all three columns, wait to copy on the overhead. See if learners can hear and see the pattern you've been working on in that column.
6. Go through each column together at end, saying each word aloud as a large group.

## **Life Skill: Review Time**

### **Review Time**

1. Learners open notebooks and number 1-10. For #1-5.
2. Dictate 5 different times of day, slowly, and one at a time (*example: 9:00, 5:15, 1:00, 11:30, and 12:45*). Learners copy times in notebook.

Remind learners that the hour comes before the colon and the minutes come after the colon. Remind learners to put the colon (and not dashes or 1 dot) after the hour.

3. For #6-10 use a clock with moveable hand, or draw a big circle on the board with 5, 10, 15, 20, etc. minutes.
4. Show the learners 5 more times of the day. Ask *What time is this?* Learners write times.
5. Write all ten times of day on the board and go over together.

### ➤ **Materials:** CASAS Reading Practice Test (week 2)

## **Assessment and Fluency Practice (45 mn)**

### **Step 1. CASAS Practice Test (week 2)**

1. Hand out the practice test to learners. Give learners about 10-15 minutes to look at quietly on their own.
2. Project onto overhead and go over as large group.

### ➤ **Materials:** 1-Story 'I Can't Sleep' 2-'I Can't Sleep' sentence strips

### **Step 2. Reading Practice Sentence Strips**

1. For those who finish right away and understand the assessment, pull out the story of the week.
2. Hand out envelopes with Sentences Strips.
3. Learners put the sentences in order to form the story.
4. Practice reading with a partner.

### ➤ **Materials:** Story in paragraph form "I Can't Sleep: The Alarm is Beeping!"

### **Step 3. Fluency Practice** Final reading of story in paragraph form.

5. For learners who are reading—get into pairs or small groups and practice reading the story again in paragraph form.
6. For learners not reading, have them continue to work with the sentence strips.

**Preview for next week:**

Numeracy: *time, money, zip code or phone number*

**WEEK # 3****MONDAY (week 3)**

➤ **Materials:** Small cards with demographic information (not attached)

**Warm-up (15 mn)**

**Mingle:** Review Numeracy: *time, money, zip code or phone number*

1. Write *What is your \_\_\_\_\_?* on the board. Point to each word as you say the question. Ask learners to repeat the question.
2. Give learners a card with a piece of demographic information on it (first name, last name, address, city, state, zip code, phone number).
3. Like *Quiz-Quiz-Trade*, students walk around the room and ask each other the question: “What do you have?” Ask and answer the question, then trade cards with your partner. Find another partner and repeat.
4. Optional cards/questions: cards with time and/or money. Ask *What time is it? How much is this?*

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

➤ **Materials:** *Sounds Easy!* p. 108-109 (not attached)

**Alphabetics (30 mn)** [AE: RF.2.b. Distinguish long from short vowel sounds in spoken single-syllable words.]

***Sounds Easy!*** p. 108-109

**Minimal Pairs “e/a” *bed/bath*.** Introduce or review the short sound /ɛ/ as in *bed/bedroom* and longer sound /æ/ as in *bath/bathroom*. Hand gestures work well for this distinction: for *bedroom*, have learners make two fists and ‘clap’ knuckles together as you say the short ‘e’. Then, still with two fists, pull your hands apart as if you’re stretching a rubber band as you say the long ‘a’. The distinction this way is a little exaggerated, but the over-emphasis helps learners hear and pronounce the difference.

Step 1: Controlled Practice

- Using the minimal pairs from the worksheet read through each one and ask learners to repeat. Focus on vowel sounds. Use the hand gestures and listen for the differences in short /ε/ and /æ/ sound.

- |           |         |
|-----------|---------|
| 1. pen    | 6. men  |
| 2. pan    | 7. ham  |
| 3. ladder | 8. hem  |
| 4. letter | 9. bat  |
| 5. man    | 10. bet |

Step 2: Guided Practice

- Use the backside of the worksheet to dictate 8-12 words for learners. For low-levels, walk around and point to the word from the word list for learners to copy.

(choose 8-12):

bad	tan	men
bag	sat	hem
ham	pack	led
jam	peck	pet
lad	gem	bed
man	beg	ten
pat	set	

- Check answers.

Step 3: Independent Practice

- Learners turn to a partner and practice the words they've just written from the dictation. Encourage using hand gestures to distinguish /ε/ and /æ/ sounds.

**Introduce topic (45mn-1hour): Reading housing ads (abbreviations)****➤ Materials: Housing Ad paragraph**Step 1: Context

- Hand out Housing ad/abbreviations paragraph. Project on overhead. Give learners a moment to look over paragraph. Ask learners *What is this? Do you know what this is? Have you seen something like this before?* If learners are unable to answer, give some context. *Has anyone moved recently? Does anyone want to change apartments? Do you need a new apartment? When looking for a new apartment you might look at information like this. This is called a housing ad. It tells us what is in the apartment.*
- Read through the housing ad and point to each word on the overhead. Tell/show learners that many of the words in the housing ad are **abbreviations**. Explain that abbreviations are short words. Stop at the following abbreviations and have learners repeat: *bedroom, bathroom, apartment, appliances, near, month, utilities, manager.*

### Step 2: Recognize Abbreviations

- Go through the paragraph again. Repeat each of the following abbreviations, and this time have learners circle the abbreviation in the text. Circle on the overhead so learners can follow along. *BD is bedroom, circle BD for bedroom; BA is short for bathroom, circle BA; APT is the abbreviation for apartment, circle APT, etc.*

### ➤ **Materials:** Housing Grid

### Step 3: Practice Writing Abbreviation

- Hand out “How many bedrooms?” grid. Go through together on overhead. Read the **word** in left column, ask learners to give the **abbreviation** and write the abbreviation in the middle column. Model on the overhead.
- If learners are ready for the next step, ask questions to fill in the **notes** section. Examples: *How many bedrooms? How many bathrooms? What does it say about the apartment? What do you know about the appliances? What is the apartment near? How much is the rent each month? What does the [ + ] mean? Do you pay utilities? What is the manager’s phone number?*

*If learners are not ready for more information, skip the notes section. They will revisit it on Tuesday.*

### Step 4: Practice Saying Abbreviations

- Turn to a partner. Read through the grid. It should sound like this: *bedroom, bedroom, (2); bathroom, bathroom, (3); apartment, apartment, (clean); appliances, appliances, (new), etc.*

**Note:** learners will likely need more context for understanding appliances and utilities, as well as more targeted pronunciation practice. Check for understanding and come back to these words often during the week. Don’t worry too much today about pronunciation—that will come later this week.

word	abbreviation	notes
1. bedroom	1. bd	2
2. bathroom	2. ba	3
3. apartment	3. apt	clean
4. appliances	4. appls	new
5. near	5. nr	bus
6. month	6. mo	\$775
7. utilities	7. utils	pay \$
8. manager	8. mgr	612-555-8716



**Computer Literacy (45 mn)** (choose 1 or more)

- 1) focus on phonics a/o spelling (MobyMax or Spelling City)
- 2) wordpress.com Quiz: practice application info (state, street, zip code, phone number, city)

**TUESDAY** (week 3)➤ **Materials:** Housing Ad abbreviations cards**Warm-up (15 mn)****Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out housing ad abbreviation cards from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade cards to get practice with as many words as possible.

To mix thing up, also add the full word vocabulary cards (*bedroom, bathroom, apartment*, etc). Repeat for about 10 minutes, then collect abbreviations (and words) and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)➤ **Materials:** *Sounds Easy!* p. 108-109 (not attached)**Alphabetics (30 mn)** [AE: RF.2.b. Distinguish long from short vowel sounds in spoken single-syllable words.]Review “e/a” *bed/bath*

Introduce or review the short sound /ɛ/ as in *bed/bedroom* and longer sound /æ/ as in *bath/bathroom*. Hand gestures work well for this distinction: for *bedroom*, have learners make two fists and ‘clap’ knuckles together as you say the short ‘e’. Then, still with two fists, pull your hands apart as if you’re stretching a rubber band as you say the long ‘a’. The distinction this way is a little exaggerated, but the over-emphasis helps learners hear and pronounce the difference.

**Step 1: Controlled Practice**

Using the minimal pairs from the worksheet read through each one and ask learners to repeat. Focus on vowel sounds. Use the hand gestures and listen for the differences in short /ɛ/ and /æ/ sound.

- |           |         |
|-----------|---------|
| 1. pen    | 6. men  |
| 2. pan    | 7. ham  |
| 3. ladder | 8. hem  |
| 4. letter | 9. bat  |
| 5. man    | 10. bet |

**Step 2: Independent Practice**

Learners should have the backside filled out from Monday. For those that do, turn to a partner and practice the words. Encourage using hand gestures to distinguish /ɛ/ and /æ/ sounds.

For those learners who were not here on Monday, you may need to do a small pull-out group and repeat Step 2: Guided Practice from Monday. If a pull-out group is not possible in your setting today, have those learners look at a partner's worksheet and/or copy words from a partner.

(choose 8-12):

bad	tan	men
bag	sat	hem
ham	pack	led
jam	peck	pet
lad	gem	bed
man	beg	ten
pat	set	

- **Materials:** 1-Housing Ad paragraph  
2-Housing Grid

**Word focus (45 mn)****Step 1: Introduce or Review**

Introduce or review abbreviations in housing ad. Practice saying abbreviations in full. For learners absent on Monday, circle the abbreviations in the housing ad.

**Step 2: Review or Write Abbreviations**

Put housing ad and abbreviations grid side by side. Write or review abbreviations on grid. Review notes section. If notes section was not completed on Monday, spend more time on it today.

**Step 3: Matching**

Hand out a set of abbreviations and a set of words to pairs or tables. Spend some time matching the abbreviations with their full word.

**Step 4: Abbreviations in Context**

For learners that are reading, return to housing ad. Read with a partner. Pay special attention to the abbreviations in the text. Write some simple questions on the board for learners to ask each other:  
*How many bedrooms? How many bathrooms? How much is the rent?*

**Note:** For those not yet reading, play the concentration game with housing abbreviations and full words INSTEAD of Step 4: Abbreviations in Context. (see instructions below)

- **Materials:** 1-housing abbreviations cards (1 set per table or small group)  
2-housing word card (1 set per table or small group)

### Matching Game/Concentration

#### Step 1: Set-up

1. This is like the game of concentration. Start with a set of all 8 abbreviations and 8 full word cards face down.
2. One learner at a time, choose one abbreviation, flip it over, **say the full word**. Flip over a full word card, **say the word** aloud.
3. Decide if this is a match or not. If it is a match, the learner sets that pair aside. If it is not a match, the learner turns both cards back upside down and the next learner repeats the activity.

Make sure that learners are repeating EACH WORD/ABBREVIATION as they flip. The tendency is for learners to say 'yes' or 'no' instead of saying each word. This exercise gives learners great practice in saying the words.

4. Copy words into notebooks. With any remaining time, or when learners seem to have had enough of the matching game, ask learners to open their notebooks to a clean page. Write the date at the top of the page (2-19-18). Copy all 8 vocabulary abbreviations and words into notebooks.

**example:** 1. *bd bedroom*  
2. *ba bathroom*  
3. *apt apartment*

- **Materials:** 1-Housing Ad paragraph  
2-Housing Ad Q & A worksheet

### **Comprehension Check (45 mn-1 hour):** ["How much is the rent?"]

#### Step 1: Comprehension Questions

1. Refer to the housing ad. Check that learners are going back and forth between the housing ad and the worksheet "How much is the rent?" to answer the questions. Go through each question and circle the correct answer. Refer back to the housing ad for each question—ask learners: *How do you know? Show me. Where does it say this on the paper? Where do you see this?*
2. Choral read Q & A #1-8 as a large group.

#### Step 2: Individual Comprehension Check

3. Ask each question again, calling on one learner at a time. *Fadumo, how many bedrooms? Ahsa, how many bathrooms? Saida, when is the apartment available?*
4. Reverse the process. Ask: *Indi, can you ask me question #4? Ubah, ask me question #5.*

#### Step 3: Practice with a Partner

5. Turn to a partner. Take turns asking and answering the questions.

Step 4: Mingle

- After several minutes, have learners stand up, find a new partner, and ask and answer questions #1-8. Change partners and practice again.

While this may seem like a lot of repetition, it is. At this point, the fact of answering the question correctly is not the focus. This activity gives learners a lot of practice recognizing and saying the target vocabulary. It also gives learners practice in saying a phone number. There is a tendency to lump the phone number in an awkward arrangement (XXX) XX-XX-XX(X), which 1) makes it hard for native speakers of English to understand and 2) often results in the learners leaving out one of the digits, usually the last one. This also sets learners up to say and repeat their own phone number, which is the focus of the next activity.

**Write and say phone number Mingle**Step 1: Model the Phone Number

- Write a phone number template on the board [ (     )     —     ]. Write in a few different numbers to practice saying as a class.
- Write the question *What is your phone number?* on the board. Ask general questions: *What is the area code? Do you know your area code? What is the area code for (city)? Does anyone know the area code for St. Paul? How many numbers (digits) are in a phone number?*

➤ **Materials:** Phone Number MingleStep 2: Mingle

- Hand out mingle grid. Learners write in their own phone number first. Learners ask and answer the question “What is your phone number?” and write the number.

➤ **Materials:** Small white boards, dry erase markers, erasers

Alternatively, hand out small white boards and dry erase markers. Learners ask 5 people “What is your phone number?” Learners listen and write 5 different numbers on their dry erase boards. Check that area codes are marked off with dashes or parenthesis, and that the dash is in the correct place [XXX-XXX-XXXX].

**WEDNESDAY (week 3)**➤ **Materials:** Housing Ad abbreviations and vocabulary cards**Warm-up (15 mn)****Quiz-Quiz-Trade** *What do you have?*

- Write the question on the board: **What do you have?**
- Practice saying the question as a large group.
- Pass out housing ad abbreviations (*bd, ba, apt*) and vocabulary cards (*bedroom, bathroom, apartment*, etc.). Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have* \_\_\_\_\_.

4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have*\_\_\_\_\_.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade cards to get practice with as many words as possible.
6. Repeat for about 10 minutes. Collect abbreviations and vocabulary words. Ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

➤ **Materials:** Word/Syllables ½ sheet

**Alphabetics (30 mn)** [AE: RF.2.c. Count, pronounce, blend, and segment syllables in spoken words.]

Syllable Stress (*bedroom, apartment, appliances, utilities, manager*)

Step 1: Controlled Practice

1. Hand out grid like the one below, or have learners write in notebooks.

word	syllables
1.	
2.	
3.	
4.	
5.	

2. Dictate 5 words from the unit, and have learners listen and write them under 'word' column. Alternatively, fill in the 5 words for your learners before you hand out the grid.


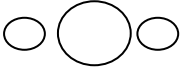



word	syllables
1. bedroom	
2. apartment	
3. appliances	
4. utilities	
5. manager	

- Identify Syllable # and Stress. Ask learners, *What is #1?* [bedroom] *That's right, bedroom. How many syllables are in 'bedroom'?* As you ask the question, repeat 'bedroom' and clap out the syllables. 'Bedroom' has 2 syllables.

For *bedroom*, the 1<sup>st</sup> syllable is the strong syllable, meaning your voice is louder and has a slightly higher pitch to it. Model this by making the first clap over your head for the BIG syllable, and the second clap in front of your waist for the not-big syllable. Ask learners *Which syllable is the BIG (stronger) syllable?* Some learners will be able to guess the 1<sup>st</sup> syllable correctly. If learners do not understand the question or cannot hear the strong syllable, try reversing the order: [*Learners, do we say 'bed-ROOM' or 'BED-room'?*]

- Draw syllables with big and small stress bubbles. Under the syllable column, draw two circles, the first one big for the first 'big' syllable (BED), and the second one small for the unstressed/less-stressed 'small' syllable (room). Check that learners have copied correctly.

Repeat steps 3 and 4 for the other four vocabulary words. Each time, clap out the pattern and ask learners *how many syllables?* Once correctly identified, ask *which syllable is the big or strong syllable?* Fill in for each word. Once complete, the chart should look like this:

word	syllables
1. bedroom	
2. apartment	
3. appliances	
4. utilities	
5. manager	

### Step 2: Guided Practice

- Clap out the patterns together. *Students, show me 'BED-room'. Good. Show me 'a-PART-ment'.* Alternatively, clap out one of the patterns and ask *Which word is this?*

### Step 3: Independent Practice

- Learners turn to a partner and practice again. Encourage learners to use/try the clapping on their own.

### ➤ **Materials:** syllable notecards (not attached)

**Expansion Activity (15mn):** Using the 5 words from the syllable stress activity, write each syllable for each word on a notecard. Write the stressed syllables in capital letters.

For example:

BED	room	
a	PART	ment

1. Hand out notecards to learners in the room, one notecard per student.
2. Call out one word at a time. Learners listen for the syllable in their hands and come to the front of the room. Stand in order 

a
---

PART
------

ment
------

.
3. In word order, each learner says her or his syllable aloud (you are essentially blending together the words). Learners with small or unstressed syllables hold their cards at their waist to demonstrate small stress, learners with big or STRESSED syllables hold card above their head when they say their syllable.
4. Repeat the word sequence 3 or more times with learners seated at desks.
5. Learners sit down.
6. Call out another word. Repeat the process.

### **Writing a Housing Ad (45 mn) “My Home” [feature ‘amenities’]**

#### **Step 1: Build Schema**

Tell learners that this week you’ve been talking about a general apartment. Now you want to talk about each of their own homes (apartments or houses). Call on a few learners and ask *How many bedrooms do you have? How many bathrooms? Are you near a bus? Are you near a school? Do you have laundry in your building/home?*

**Review:** the concept of near, laundry, appliances, parking (off-street)

#### **➤ Materials: ‘My Rental Ad’ worksheet**

#### **Step 2: Introduce Information for Housing Ad**

Hand out worksheet ‘My Rental Ad’ (“My home”). Tell learners they are going to write down their own housing information. As a large group or in small groups, go through each line and have learners write their own information.

#### **Step 3: Transfer to Housing Ad**

Transfer information from the top of the page to the bottom of the page. Point out that the information on the bottom reads like the housing ad learners have been looking at this week.

**Note:** Many learners will talk openly about what they pay for rent. In the year 2018, learners were paying anywhere from \$645 for public housing to \$1495 for a 3 bd/2ba apartment. Encourage learners to write in what they are **paying for rent**. Let learners know that it is also okay for them to write an example for rent. The actual amount is not the important part here rather that learners get practice saying and writing large dollar amounts (hundreds and thousands). The same goes for **phone number**. If learners do not want to write down their own phone number, they are welcome to write a made-up or different number.

**Step 4: Fluency/Speaking (5-10mn)**

Practice asking and answering questions about 'My Home' worksheet with a partner.

1. Write words *bedroom, bathroom, rent, phone number* on board, or write sentences or sentence frames:

<p><i>How much/How many _____?</i></p> <p><i>What is your phone number?</i></p>
---

2. Turn to a partner. Ask questions about your partner's housing (ad).
3. Mingle. Ask learners to stand up and find a new partner. Walk around the room, changing partners and practicing the questions.

- **Materials:**    **1-CASAS Practice Test Activity Sheets (5 worksheets)**  
                          **2-Answer sheet for 5 questions (not attached)**

**Assessment: (30 mn) CASAS practice 'walking dictation' style****Step 1: Set-up**

Tape 5 CASAS Prep reading tests around the room. Give learners an answer sheet with blanks for questions 1-5 on it, or have learners write on a scratch sheet of paper.

**Step 2: Practice the Test**

Learners walk around the room and practice reading each question and finding the answers in the text. Find the correct number on answer sheet and write in A, B, C, or D.

**Step 3: Self & Guided Check**

1. Project test questions on overhead and go over answers together as a class.
2. Ask learners to read each question aloud.
3. As learners give answers for each questions, call on one learner to come up to the board and point to where they see the answer in the housing ad.
4. Walk around room and make sure all answers are correct.

**Option:** Hand out highlighters to learners before going over the answers. As learners point to where they see the answer in the text, have learners highlight that information on their copy.



## THURSDAY (week 3)

➤ **Materials:** Housing Ad abbreviations and vocabulary cards

### Warm-up (15 mn)

**Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out housing ad abbreviations (*bd, ba, apt*) and vocabulary cards (*bedroom, bathroom, apartment, etc.*). Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade cards to get practice with as many words as possible.
6. Repeat for about 10 minutes. Collect abbreviations and vocabulary words. Ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

**Alphabetics (30 mn)** [AE: RF.2.c. Count, pronounce, blend, and segment syllables in spoken words.]

➤ **Materials:** syllable notecards (not attached)

Step 1: Review syllable stress—large syllable cards

**Notecard Activity (10mn):** Use large syllable cards (see expansion activity from Wednesday).

Using the 5 words from the syllable stress activity, write each syllable for each word on a notecard. Write the stressed syllables in capital letters.

For example:

BED	room	
a	PART	ment

1. Hand out notecards to learners in the room, one notecard per student.
2. Call out one word at a time. Learners listen for the syllable in their hands and come to the front of the room. Stand in order 

a
---

PART
------

ment
------

.
3. In word order, each learner says her or his syllable aloud (you are essentially blending together the words). Learners with small or unstressed syllables hold their cards at their waist to demonstrate small stress, learners with big or STRESSED syllables hold card above their head when they say their syllable.
4. Repeat the word sequence 3 or more times with learners seated at desks.
5. Learners sit down.
6. Call out another word. Repeat the process.

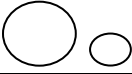
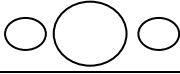



➤ **Materials:** Word/Syllables ½ sheet (take out from Wednesday)

Step 2: Review Syllable Stress/Big and Small Stress (20 mn)

1. Learners pull out the syllable stress half-sheet from Wednesday. If learners were absent on Wednesday, make a copy or have them look on with a partner.
2. Review the stress as a large group. Ask questions like: *What is #1?* [bedroom] *That's right, bedroom. How many syllables are in 'bedroom'?* As you ask the question, repeat 'bedroom' and clap out the syllables. 'Bedroom' has 2 syllables.

The 1<sup>st</sup> syllable is the strong syllable, meaning your voice is louder and has a slightly higher pitch to it. Model this by making the first clap over your head for the BIG syllable, and the second clap in front of your waist for the not-big syllable. Ask learners *Which syllable is the BIG (stronger) syllable?* Some learners will be able to guess the 1<sup>st</sup> syllable correctly. If learners do not understand the question or cannot hear the strong syllable, try reversing the order: [*Learners, do we say 'bed-ROOM' or 'BED-room'?*]

3. Point to Big and Small Stress. Project on the overhead, and point to the bubbles. Make big gestures with your hand up high for big stress (BED) and bring your hand down low for low stress (room). Alternate this gesture with the clapping above your head for big stress (BED) and at your waist for low stress (room). Repeat for all five words.
4. Turn to a partner and practice again.

word	syllables
1. bedroom	
2. apartment	
3. appliances	
4. utilities	
5. manager	

➤ **Materials:** CASAS Practice Reading Test (week 3)

Assessment (30 mn)

CASAS practice test (week 3)

1. Remind learners this is a practice *test*. They should try to complete it on their own without help from another student.
2. Pass out the test. Give learners 3-5 minutes to sit quietly and look over the test. For those who are able to, begin filling in the answers. Walk around the room and give support where needed.

3. After several more minutes, go over answers and large group. Project on overhead and show learners how to find the answers based on the surrounding/supporting text.

### **Mingle/Grid (45 mn-1 hr)**

Ask and write answers to questions about housing ad

#### ➤ **Materials:** ‘My Rental Ad’ (My Home)

**Note:** It is helpful if learners have their copy of ‘My Rental Ad’ (My Home) worksheet from Wednesday. Have learners take this out to use as reference with today’s mingle grid. For learners who were absent on Wednesday, they will have a chance to write their information on the mingle grid (don’t have those absent on Wednesday fill out ‘My Home’ today; it would be an inefficient use of time).

#### Step 1: Set-up for Mingle Questions

1. Write on board or project the six questions at top of Mingle Grid “Ask questions about the apartment ad.”
  1. *How much is the rent?*
  2. *How many bedrooms?*
  3. *How many bathrooms?*
  4. *Is it near the bus?*
  5. *Is it near schools?*
  6. *What is the phone number?*
2. Discuss each question individually. Spend extra time on *Is it near the bus?* and *Is it near schools?* to make sure learners understand what is being asked.
3. Repeat the six questions together as a group. Revisit the short /ɛ/ as in *bedroom* and the longer /æ/ in *bathroom* from Tuesday.

#### ➤ **Materials:** Housing Ad Mingle

#### Step 2: Mingle Grid

4. Hand out mingle grid “Ask questions about the apartment ad.”
5. Review questions at top of page.
6. Learners write their own information in the first row marked ‘me.’ Learners can copy from their housing ad on Wednesday, or fill in for the first time today (if absent on Wednesday).
7. Learners ask 3 different partners all 6 questions, and write down their partners’ answers in the appropriate columns. Learners write ‘yes’ or ‘no’ under columns *nr bus* and *nr schools*.

#### Step 3: Report out

8. Back at tables, learners ‘report’ their findings. Example: *The rent was \$1000, 3 bedrooms, 1 bathroom, no(t) near bus, yes near schools, phone number (612) 555-1212.*

## WEEK # 4

### MONDAY (week 4)

➤ **Materials:** I Can't Sleep Word List (plus *an, big, that, then, and with*)

#### Warm-up (15 mn)

**Review sight words** [AE: RF.3.j. Read common high-frequency words by sight.]

1. Write ten sight words on board. Use ones from 'I Can't Sleep' Word List and the additional five above.
2. As learners come in a sit down, instruct them to open their notebooks and copy the words.
3. Practice saying the words with a partner.
4. Walk around room as available, asks learners to read words. Provide feedback as necessary.

This will be quick and for learners who come in late they may not have a chance to work on sight words. Get learners into the routine of pulling out these words each day this week as they come in early, and/or on the break.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

➤ **Materials:** letter tiles or banana grams (if available) [not attached]

#### Introduce topic: "A New Apartment" Story (45 mn-1 hr)

[AE: RF.2.g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.]

Step 1: Introduce vocabulary (**Vocabulary list:** *big, small, bedrooms, apartment, bathroom, rent, deposit, and parking*)

1. Read the first word from the vocabulary list (*big*). Ask *What is the beginning sound? What makes the 'i' sound? What is the ending sound in 'big'?*
2. Learners use letter tiles to spell out 'big'. Say *show me 'big' at your tables.*
3. Ask learners to spell 'big'. (Teacher) copy 'big' onto board.
4. Learners copy 'big' into notebooks.
5. Repeat Steps 1-4 for the remainder of the vocabulary list.
6. Read over all eight words on board/in notebooks in choral unison.

**Step 2: Practice Vocabulary [AE: RF.3.h. Decode two-syllable words following basic patterns by breaking the words into syllables.]**

5. Learners turn to a partner and practice the words again.
6. Read through the story “A New Apartment” (learners do not have copy of the story at this point). Ask learners to stand up or to raise their hand when they hear one of the target vocabulary words.

➤ **Materials: Story “A New Apartment”**

Credits: “A New Apartment” **Story By Story** Level I

A Contextual Phonics Model and Curriculum for American-born Adults “Learning to Read”

By Marn Frank, M. Ed.

LDA of Minnesota

[www.ldaminnesota.org](http://www.ldaminnesota.org)

August 2007

**Step 3: Introduce Story “A New Apartment”**

1. Hand out “A New Apartment.” Project one copy on overhead.
2. Read through one time as learners listen. Point to words on screen as you read them.
3. Read a second time, line by line, and have learners repeat.

**Step 4: Find Target vocabulary**

4. Go through story again and circle target words together. Ask *Where is the title? How many lines are in the story? Say Find line #1. Let’s circle big in line #1. Great. Where is small? Who sees small? What line # is small in?* Go through word by word until all 8 words are circled.
5. Turn to a partner and 1) repeat target vocabulary or 2) read through the story.

**Computer Literacy** (choose 1 or more)

- 1) focus on phonics (MobyMax or Spelling City)
- 2) wordpress.com Quiz: practice application info (state, street, zip code, phone number, city)

**TUESDAY (week 4)**

➤ **Materials: Flash cards of this week’s vocabulary** (not attached)

Sight words (*an, and, big, in, is, that, the, then, they, with*)

Unit words (*big, small, bedrooms, apartment, bathroom, rent, deposit, parking*)

**Warm-up (15 mn)**

**Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out vocabulary words from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.

4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have* \_\_\_\_\_.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade words to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the cards and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

### **Alphabetics (30 mn)**

Focus on **Onset**. [AE: RF.2.d. Blend and segment onsets [beginning sounds] and rimes.]

**Step 1: Controlled Practice** (about 10 mn) (5-6 sets of three)

1. Write the following words on the board. Ask learners to identify the beginning sounds of each word. Which word does not begin with the same sound as the other words? Use more examples if necessary.

mice / rice / mouse

2. Tell learners they will be listening for the one word that is different in each set of three words. Read the sets of words below to the large class. Ask learners to identify which word in the set of 3 words **does not begin** with the same sound.

1. manager / morning / alarm
2. first / last / fire
3. beep / bedroom / sleep
4. light / night / loud
5. light / alarm / alike
6. window / alarm / water

**Step 2: Guided Practice** (5 mn)

1. Divide the class into 3 groups. Designate the 3 groups by putting 3 columns on the board, each group with a different word for its header (*for example, manager, alarm, and night*).
2. Hand out several notecards to each group. Have learners write 1-2 new words that begin with the same sound as the word in their column on the board.
3. Check words on cards. When learners are ready, have them go to the board and write their new words in their (correct) column.
4. Go over/check words together as large group once every group has contributed.

**Step 3: Independent Practice** (about 10-15 mn) **Sort**.

1. Hand out sets of word to partners. Use the example provided or 16-20 words including target words from story and other sight words or content words that you've been studying.

2. Ask learners to sort words by beginning sounds.
3. Hand out Beginning Sound ½ sheet like the one below.
4. Learners choose 1 set of same beginning sounds from their sort and copy on the paper. Check with the teacher when finished.

Name _____ Date _____  What is the beginning sound? _____ Copy the words. 1. _____ 2. _____ 3. _____ 4. _____
--

➤ **Materials:** Story “A New Apartment”

**Practice with the story (30mn)**

**Step 1: Review title and unit words**

1. Learners take out their story from yesterday. Hand out new copy to anyone absent on Monday. Ask *What is the title of the story?* Point to the title.
2. Ask *How many lines are in this story?* There are 8 lines in the story. Say *Let’s review our new words. Did we circle any words in line #1 yesterday?* [Yes, we circled ‘big’]. Everyone point to and repeat big. For anyone absent on Tuesday, have them follow along and circle as you review.
3. Repeat with all 8 words.

**Step 2: Read the Story**

4. Give learners a minute to go through the story quietly on their own.
5. Read the story one time through, learners listen.
6. Read the story again. learners repeat.
7. Turn to a partner and try to read the story. For those not yet reading, have them focus on pointing to and practicing saying the 8 target words.

➤ **Materials:** colored ¼ sheets of paper (not attached)

Step 3: Comprehension Check

1. Hand out two different colored ¼ sheets of paper to each learner (for example, pink and green).
2. In big letter write YES and NO on the board. Tape one colored sheet (green) under YES, and the other (pink) under NO.
3. Tell learners that you are going to say some sentences about the story. You want them to show you YES if this happened in the story (is true/correct) or NO if this didn't happen in the story (is false, not correct). If the answer is YES, hold up the green ¼ sheet of paper. If the answer is NO, hold up the pink ¼ sheet of paper.

Tell learners you do **not want** them to **say** YES or NO, only hold up the YES or NO piece of paper.

This activity gives all learners a chance to check their understanding of the story. Inevitable, one or a few students will always blurt out the answer quickly, leaving those who do not understand or need more time to think about the question without an opportunity to do a self-check. This activity will 'force' all learners to make their own choice.

4. Project the story "A New Apartment" on overhead. Ask comprehension questions like those below.
5. Have learners hold up their answers, and wait for all learners to make the choice. Then 'reveal' the answer by raising your own colored sheet of paper to confirm the correct answer.
6. Go over any confusion. Point back to the place in the story where you found the answer.

Comprehension Sentences (or use your own):

- |   |     |              |
|---|-----|--------------|
| 1. Abdi's family is <u>small</u> .                            | NO  | (big)        |
| 2. They live in an apartment that is <u>small</u> .           | YES |              |
| 3. The apartment has <u>2</u> bathrooms and <u>1</u> bedroom. | NO  | (2 BD/ 1 BA) |
| 4. They need a <u>small</u> apartment and another bathroom.   | NO  | (bigger)     |
| 5. They will ask about the <u>rent</u> .                      | YES |              |
| 6. They will ask about the deposit and the <u>paper</u> .     | NO  | (parking)    |

Step 4: Practice (Choose 1 or both)

1. For those who are able to, practice reading the story with a partner.  
or
1. For learners not reading, find the 8 unit words in the text.
2. Say the words aloud.
3. Copy the words into a notebook.
4. For extra practice with spelling, learners copy each new word 5 times (in notebooks or on whiteboards).



➤ **Materials:** “Apartment Rental Information” (Rental Table)

**Reading a Housing Chart(45 mn)**

Step 1: Scan the Chart

1. Hand out “Apartment Rental Information” rental chart. Project one copy onto overhead.
2. Focusing only on the chart at this point and not the questions below, ask learners questions about the chart. *What information are we looking at on the top?* (rent, lease, deposit, parking) *How many different apartments? Let’s count here, we have Apt. A, B, C, and D. How many different apartments is that?*
3. Demonstrate how to find information on the chart. Example—find how much the deposit is for apartment C by starting one finger or pencil eraser *deposit* and another finger of pencil eraser on C. Follow *deposit* line straight down and C line straight across. Where do they come together? (\$650)

Step 2: Scan the Questions

4. Go through each question before (or during) checking for answers. Read questions as a large group. Ask learners *what information do we look for in the chart?* For example: *Question number 1 asks, “In apartment A, how much is rent,” which apartment is this? What information? rent? lease? deposit? (rent) Let’s circle “A” and circle “rent.”* Repeat with all questions.

Step 3: Answer the Questions

5. Learners work through each question and refer back to the chart to find the answer.

This may be harder for learners than you would think. Often it is a tracking issue—eyes and pencils wonder to different rows and columns. Or, learners are so focused on finding “rent” that once they find it on the chart, they stop at the first amount under rent.

There is also an issue of tracking A, B, C, and D. We see this all the time on the CASAS tests. Learners may have found the correct answer looking at the chart, but finding it again below and tracking if that was under A, B, C, or D is not always easy, especially for learners who have limited exposure and practice taking these types of test.

Give learners ample time and patience to read and comprehend the rental table.

6. Go over answers together using the overhead. Point back to the chart and where the information was found for each question. Learners check that they have marked correctly on their own paper.

Step 4: Practice asking and answering Q’s

7. Turn to a partner and read through each question and answer again.
8. This is not just a reading exercise but also (still) a tracking exercise. Ask learners to show you and show their partner where they found the information on the rental table for each question.

## WEDNESDAY (week 4)

➤ **Materials:** Flash cards of this week's vocabulary

Sight words (*an, and, big, in, is, that, the, then, they, with*)

Unit words (*big, small, bedrooms, apartment, bathroom, rent, deposit, parking*)

## Warm-up (15 mn)

### **Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out vocabulary words from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade words to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the cards and ask learners to sit down.

**Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

➤ **Materials:** 1-Onset for Housing—‘A New Apartment’ (week 4) (cut up, enough sets for partners)  
2-Beginning Sound ½ sheet

## Alphabets (30 mn)

Focus on **Rhyme**. [AE RF.2.a. Recognize and produce rhyming words.]

**Step 1. Controlled Practice (about 10 mn) (5-6 sets of three) Aural Discrimination.**

- Write rhyme on the board and have learners repeat ‘rhyme’. Explain as much or as little as needed that rhyming words sound the same at the end. Write the two examples on the board:  
night / light / sleep                      smoke / sleep / beep
- Underline ‘ight’ in the first set and ‘eep’ in the 2<sup>nd</sup> set. Tell learners the words (in each set) sound the same at the end (and they are spelled the same way in this case). This means the words rhyme. Check for understanding. Provide another example if needed.
- Recite each set of 3 words below to learners. Ask learners to identify which word in each set does not sound the same at the end. Ask learners *Which word doesn’t rhyme?* Confirm and repeat correct responses for whole class to hear.

[Note—some of this needs to be aural but some needs to be written too otherwise we're assessing for something different below in Independent Practice].

1. **rent** / **sent** / they
2. big / **small** / **tall**
3. **then** / rent / **when**
4. **room** / **bloom** / lease
5. rent / **park** / **dark**
6. **that** / with / **hat**

### Step 2: Guided Practice (5 mn)

1. Choose one of the rhyming words from above and write it on the board. [small, or rent]
2. Hand out blank notecards to partners.
3. Learners copy the focus word onto the notecard.
4. Cross off the beginning sound. [r] Copy the ending below the original word. [\_\_ent]
5. Learners make a guess at a rhyming word by changing the first letter of the word and writing it on the notecard in front of \_\_ent (*bent, cent, dent, sent, tent, vent, went*).
6. Walk around the room to confirm/correct.
7. Have one learner from each group come up to the board and write their new word.
8. Practice saying aloud rhyming words together as a large group.

- **Materials:**    1) Rhyme Words (Week 4) “A New Apartment” [3 sets]  
                           2) Rhyme Words ½ sheet

### Step 3: Independent Practice (about 10-15 mn)

1. Give a set of **10 Rhyme Words** cards to each pair of learners.
2. Ask learners to sort sets by rhyming words. Remind learners they are looking for words that sound the same at the end (and in this are also spelled the same at the end). There are some rhyming pairs and some words that don't rhyme.
3. Distribute a Rhyme Words ½ sheet to each pair of learners.
4. Work in partners. Write 3 sets of rhyming pairs on the paper.
5. Check with teacher when finished.
6. Read the rhyming 'sentences.' Example: rent and sent rhyme; small and ball rhyme. You want learners to recognize, understand, and use the word 'rhyme' to describe the phenomenon of rhyming.

[**Note:** The first several times you do this routine it will likely take more than 30 minutes. Keep working on it and pare down where you can. The goal is to have it be routinized.]

➤ **Materials:** Story “A New Apartment”

**Practice with the story (30mn)**

Step 1: Review title and unit words

1. Learners take out their story from yesterday. Hand out new copy to anyone absent on Monday. Ask *What is the title of the story?* Point to the title.
2. Ask *How many lines are in this story?* There are 8 lines in the story. Say *Let’s review our new words. Did we circle any words in line #1 yesterday?* [Yes, we circled ‘big’]. Everyone point to and repeat big. For anyone absent on Tuesday, have them follow along and circle as you review.
3. Repeat with all 8 words.

Step 2: Read the Story

4. Give learners a minute to go through the story quietly on their own.
5. Read the story one time through, learners listen.
6. Read the story again. learners repeat.
7. Turn to a partner and try to read the story. For those not yet reading, have them focus on pointing to and practicing saying the 8 target words.

Step 3: Word Study and Dictation [AE: RF.3.c Know the spelling-sound correspondences for common consonant digraphs.]

1. Instruct learners to flip over story “A New Apartment” to backside.
2. Learners will focus on “th” words. Under ‘decodable’ word study, find, pronounce, and circle ‘th’ in words.
3. Dictate the sentences below. Read slowly, and repeat several times. Point learners to top of worksheet for help with identifying and spelling words in the sentences.

Sentences for dictation:

1. They need a new apartment.
2. They need another bathroom.
3. They need more bedrooms.
4. They will ask about the rent and the lease.
5. They will ask about the parking.

Note: For lower-levels and those unable to write full sentences today, have them write just the underlined words.

Step 4: Review with a partner

4. Learners turn to a partner and practice reading the sentences.
5. Walk around the room to listen, help with pronunciation, and check spelling on papers.

- **Materials:** 1-Rental Table Bingo (game board)  
 2-Colored 'bingo pieces' (*the Rental Table cut apart*), enough for partners in class  
 [best to separate in small plastic bags]

Reading a Housing Chart(45 mn)Step 1: Review Game Pieces

1. Hand out game board and plastic bags with bingo pieces to learners (in partners). Ask learners to separate all bingo pieces and place them face up.
2. Project Rental Table on overhead. Review column headers (rent, lease, deposit, and parking).
3. Review apartments column (A, B, C, and D). Ask *how many apartments are there?*

Step 2: Call out information ('bingo' style)

4. Using questions about the table, ask learners to find specific information on the table. For example: *How much is the rent for apartment A?* Learners look at their colored bingo pieces and search for \$1200. Then put it on the game board on top of \$1200 for apartment A rent. "
5. Continue to ask about the rent, lease, deposit, and parking for apartments A, B, C, and D until all the bingo pieces have been placed on the game board. Other questions include: *How long is the lease for apartment \_\_\_\_?* *How much is the deposit for apartment \_\_\_\_?* *Is there parking for apartment \_\_\_\_?* or *What is the parking at apartment \_\_\_\_?*
6. Ask for learners to confirm their answers. Walk around room and check that learners are placing the right bingo pieces in the correct spots on the game board.
7. When the game board is full, the activity is finished. Learners put game pieces back in plastic bags.

Step 3: Mingle

8. Write sentence frames on board:  
*How much is rent?*  
*How long is the lease?*  
*How much is the deposit?*  
*Is there parking?*
9. Practice asking each question as a large group.
10. Stand up with game board and find a partner. Ask a question about the housing chart. Walk around the room and find a new partner. Ask another question.

## THURSDAY (week 4)

### ➤ **Materials:** Flash cards of this week's vocabulary

Sight words (*an, and, big, in, is, that, the, then, they, with*)

Unit words (*big, small, bedrooms, apartment, bathroom, rent, deposit, parking*)

### **Warm-up (15 mn)**

#### **Quiz-Quiz-Trade** *What do you have?*

1. Write the question on the board: **What do you have?**
2. Practice saying the question as a large group.
3. Pass out vocabulary words from Monday. Model the activity by asking one or two learners *What do you have?* Coach learners to respond with *I have \_\_\_\_\_*.
4. Call on one or two learners to ask you the question *What do you have?* in front of the large group, and respond accordingly with *I have \_\_\_\_\_*.
5. Instruct learners to stand up. Find a partner and ask/answer the question. Each time, trade words to get practice with as many words as possible.

For learners not reading focus on beginning sounds. Ask *What letter does this word begin with? What is the beginning sounds?* Repeat for about 10 minutes, then collect the cards and ask learners to sit down.

### **Calendar & Temperature (15 mn)** (see attached *Instructions for Calendar and Temperature Routine*)

### **Alphabetics: Review Onset, Rhyme, or 'th' (30 mn)** [AE] [choose one or more]

1. Take out Onset worksheet from Tuesday and review beginning sounds.
2. Take out A New Apartment Rhyme Words Practice Worksheet from Wednesday and review rhyme words.
3. Take out "A New Apartment" story and flip to backside. Review "th" words on top of backside.

### ➤ **Materials:** 1-'A New Apartment' Story 2-'A New Apartment' YES or NO

### **Comprehension Check**

#### **Step 1: Introduce Worksheet**

1. Instruct learners to take out their story of the week "A New Apartment." Hand out 'A New Apartment' YES or No to learners. Project one copy on overhead.
2. Read through directions at top of page. Do the example together as large class: *Abdi and his wife have 3 children. Is this YES or NO? (no) Correct. Let's circle 'NO.'* How many children does Abdi have? What does it tell us in the story? (4) That's right. Abdi and his wife have 4 children. Let's cross off 3 and write 4 above it. Now, let's copy the new sentence below. [Write 'Abdi and his wife have 4 children.' on the line below]

#### **Step 2: Complete the YES or NO**

3. Work through the first couple of sentences with the learners. Read sentence #1 aloud to the class, or call on a learner to read it. Ask *is this true? Is Abdi's family small? What does it say in our story?*

You (learners) will go through the worksheet two times. The **first time**, just circle YES or NO, cross off the incorrect information, and write the correct information above the word(s) you crossed off. The **second time** you go through, rewrite each sentence using the new/correct information. These steps are not intuitive for learners. Take it one step at a time as learners get familiar with what they are being asked to do.

[Note: for all sentences, learners will circle NO. This is a reading discrimination activity as well as a comprehension check for the story]

### Step 3: Write new sentences

4. Go back to the top of the worksheet. Write out the new sentence using the correct information learners wrote in.
5. For those not able to copy the entire sentence in the amount of time given, instruct them to copy again the word(s) or phrases they wrote above the line.

### Step 4: Reading Practice

6. Read through the new sentences with a partner.
7. For low-level or non-readers, ask them to repeat just the word(s) or phrases they wrote above each line.

➤ **Materials:** 1-‘A New Apartment’ Jigsaw (need 4 different colors; for example A is blue, B is yellow, C is purple, and D is green)

### Jigsaw Mingle (30 mn)

#### Step 1: Introduce Worksheet

1. Hand out jigsaw worksheet to learners. Try to have roughly equal amount of A’s, B’s, C’s, and D’s. One way to do this is to put learners into groups of 4.
2. Learners find their letter (A, B, C, or D) and **copy** the rent, lease, deposit and parking information into the correct row of the empty table.

#### Step 2: Fill in Missing Information

3. Learners find someone with a different colored paper. Ask the 4 questions at top of page to fill in the missing information (*How much is rent? How long is the lease? How much is the deposit? Is there parking?*)
4. Check with 3 other people. Copy in missing information until table is complete.
5. Walk around the room and check that learners are writing in the information in the correct spaces on the table.

[Note: Learners **should not be showing each other their worksheet to copy** the information. Their worksheet is for their eyes only. Remind learners that this is an activity in *speaking and listening*, not just writing.]

### Step 3: Review Information

6. As learners finish, have them return to seats. Check with any other person who has also completed the worksheet. Check that they have written in the correct information. Learners can also check they Jigsaw worksheet against the Rental Table.

### ➤ **Materials:** CASAS Practice Test (week 4)

#### **Assessment (30 mn)**

##### CASAS practice test (week 4)

1. Remind learners this is a practice *test*. They should try to complete it on their own without help from another student.
2. Pass out the test. Give learners 3-5 minutes to sit quietly and look over the test. For those who are able to, begin filling in the answers. Walk around the room and give support where needed.
3. After several more minutes, go over answers and large group. Project on overhead and show learners how to find the answers based on the surrounding/supporting text.

#### **Assessment: Unit Post-Test**

##### ➤ **Materials:** Unit Post-Test

Give Unit Post-Test to learners. Pull out Pre-Test from start of unit. Compare learner Pre- and Post-Tests for improvement (indicated by number incorrect on Pre-Test compared with number incorrect on Post-Test).



### Instructions for Calendar and Temperature Routine

TIME	ACTIVITY	MATERIALS	NOTES
9-9:15	<b>warm-up activity:</b>		
9:15-9:30	<p><b>Calendar:</b> Days of the Week</p> <p>Choose 2 students to be ‘calendar teachers.’ Students A reads 3 questions on notecard.</p> <ul style="list-style-type: none"> <li>• <i>What is the month?</i> (The month is...)</li> <li>• <i>What is the date?</i> (The date is the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>—use ordinal #)</li> <li>• <i>What is the year?</i> (The year is 2016)</li> </ul> <p>Students ask questions to entire class, class gives answer in choral response. Student A asks: “Do we need to change this?” Student B makes any changes necessary to the calendar.</p> <p>Student B asks the following questions. Student A makes any changes necessary to the calendar.</p> <ul style="list-style-type: none"> <li>• <i>What day is today?</i> [Point on calendar and read ]“Today is_____”</li> <li>• <i>What day was yesterday?</i> “Yesterday was _____.”</li> <li>• <i>What day will be tomorrow?</i> “Tomorrow will be _____.”</li> </ul> <p><b>Follow-up question: <i>How’s the weather?</i></b></p>	<p>Blue “All About Today” <b>Calendar</b> on half-wall.</p>	<p>[Point to the calendar with each question].</p>
	<p><b>Calendar: Temperature</b></p> <p>Project monthly calendar on Elmo. Tell ss to open their binders and find the calendar. Circulate until all Ss have found calendar. Ask questions about calendar: <i>Is today Sunday? Is today Monday? Is this the 1<sup>st</sup> week of the month? Is this the 2<sup>nd</sup> week of the month? Is today the 1<sup>st</sup>? (No) Is today the 8<sup>th</sup>? (No) Is today the 15<sup>th</sup>? (Yes). Are you here today? (Yes, I am present). Give yourselves a checkmark. Ss make small checkmark on appropriate day.</i></p>	<p><b>Student calendar of the month (yellow)&amp; Temperature Graph (white)</b></p> <p><b>These are posted on wall by the window.</b></p>	
	<p>Teacher asks: <i>What is the temperature today?</i> Sometimes one or two Ss will know this from looking it up on their phones. <i>Teacher: The temperature today will be 35 degrees. Let’s write that on the 15<sup>th</sup>.</i></p>		

	(Teacher models on the Elmo). Walk around room and check all Ss have marked correct temperature on correct day.		
	<p><i>Teacher: Okay, please turn to your <b>temperature graph</b>.</i> (The graph is not attached. We use grid paper and make a line graph. The temperatures are written along the left side, the dates of class for the month are written along the bottom). Questions I ask on this part vary day by day and include:</p> <p><i>What number do I look for on the bottom of the paper? (15) What is 15? Is this the temperature? (No). No, it's not. Fadumo, what is 15? (It's the date). Right, the date today is the 15<sup>th</sup>. And what is the temperature today? (35'). Let's count to 35'. (count from a lower number). This graph says 34' and 36', how do we find 35'? Abdi, where is 35'? (In the middle teacher). That's right. 35' degrees is between 34 &amp; 36. Let's all find that.</i> Teacher and volunteers walk around the room and help Ss find the temperature, and check that Ss make a dot on the correct point on the graph.</p> <p>Instruct learners to draw a line from yesterday's temperature to today's temperature. Sometimes we use rulers when there is a big temperature difference. Then more questions:</p> <p><i>What day this month was the highest temperature? What day so far was the lowest temperature? What was that temperature? What was the temperature on December 8<sup>th</sup>? What was the temperature on December 12<sup>th</sup>? On what day was the temperature 45'? On what day was the temperature 12'?</i></p> <p><i>Nimo, would you please ask me a question about our graph?</i> Prompt Ss with script on the board:</p> <p style="text-align: center;">What day was the temperature _____?</p> <p style="text-align: center;">What was the temperature on _____?</p> <p>Teacher asks 2 or 3 students to ask a question in the same form as the above questions. We go over the answers together on the graph. <i>Teacher: Now, turn to a partner and ask your partner one question about the graph. <b>We repeat this routine every day, Monday-Thursday.</b></i></p>		
<b>extra calendar practice:</b>	<p><b>Small Group Practice (extra/optional):</b></p> <p>Designate small groups of three-five students. Hand each group a question card.</p> <p>Have groups read and answer each question on the note card. After several minute change the card so that each pair/group reads the 2 different cards/sets of questions.</p>	<p><b>-4 notecards</b> in Pocket of Calendar.</p> <p>(2 different sets of questions).</p>	

Name \_\_\_\_\_ Date \_\_\_\_\_

**Part 1: Listen to each word. Circle the beginning sound for each word.**

1.



t l n

2.



f r v

3.



p t b

4.



l a m

5.



sw sl p

6.



sw sm k

**Part 2: Listen to each word. Circle the ending sound for each word.  
(Write in numbers 7 & 8.)**

1. d p

5. t l

2. m l

6. f r

3. d l

7. \_\_\_\_\_

4. k n

8. \_\_\_\_\_

**Part 3: Listen to each word. Circle the correct spelling.**

1. alarm allam laarm amarlm

2. lad loub loud dloul

3. petery battery datree badry

4. tire fare fayr fire

5. plees lip sleep slib

6. moak woke smoke smak

7. mite night time niht

8. light right late tire

## Part 4: Multiple Choice

1. What is this?



- A. loud
- B. alarm
- C. light
- D. night

2. What is this?



- A. fire
- B. loud
- C. alarm
- D. battery

3. What is this?



- A. alarm
- B. smoke
- C. sleep
- D. fire

4. What is this?



- A. loud
- B. fire
- C. alarm
- D. smoke

5. What is this?



- A. battery
- B. alarm
- C. fire
- D. night

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Teacher Dictations (Parts 1 and 2)

## Part 1: Beginning Sounds

- |            |           |
|------------|-----------|
| 1. night   | <b>n</b>  |
| 2. fire    | <b>f</b>  |
| 3. battery | <b>b</b>  |
| 4. alarm   | <b>a</b>  |
| 5. sleep   | <b>sl</b> |
| 6. smoke   | <b>sm</b> |

## Part 2: Ending Sounds

- |           |                               |
|-----------|-------------------------------|
| 1. beep   | <b>p</b>                      |
| 2. alarm  | <b>m</b>                      |
| 3. loud   | <b>d</b>                      |
| 4. broken | <b>n</b>                      |
| 5. light  | <b>t</b>                      |
| 6. fire   | <b>r</b>                      |
| 7. smoke  | <b>k</b> (learner writes in)  |
| 8. night  | <b>t</b> (learners writes in) |

## Part 3: Circle the correct spelling

1. alarm
2. loud
3. battery
4. fire
5. sleep
6. smoke
7. night
8. light

## I Can't Sleep words

alarm

calls

all

can

and

can't

apartment

come

are

dark

asks

family

battery

fire

bedroom

her

beep

hear

beeping

in

broken

is

but

it

light

sleep

loud

sleeping

manager

smoke

matter

the

morning

they

my

there

Nadira

today

needs

tomorrow

new

turns

night

very

no

we

on

what's

please

says

50 words












*Mya Shaftel, Housing Unit, 2018*



## Vocabulary Worksheet [picture grid]



sleep

smoke

alarm

loud

battery

night

fire

light

sleep

loud

light



smoke

alarm

fire

night

battery

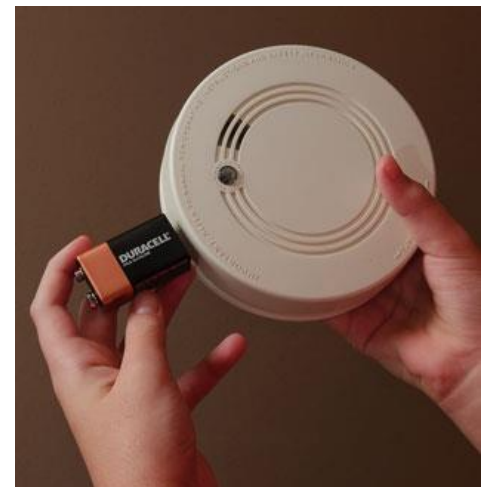
# I Can't Sleep: The Alarm is beeping!



**Do you have a smoke alarm?**

**What sound does it make?**

1. Nadira and her family are sleeping.
2. They hear "BEEP, BEEP, BEEP."
3. It is very loud.
4. The bedroom is dark.
5. Nadira turns on the light.
6. The smoke alarm is beeping.
7. But there is no smoke.
8. There is no fire.



9. All night the smoke alarm beeps.
10. Nadira and her family can't sleep.
11. In the morning, Nadira calls the apartment manager.
12. "What's the matter?" asks the manager.
13. "My smoke alarm is broken.
14. It is beeping but there is no fire," Nadira says.
15. "It needs a new battery," says the manager.
16. "I can come tomorrow."
17. "We can't sleep," Nadira says.
18. "Please come today!"

*adapted from Jones (2013)*

# I Can't Sleep: The alarm is beeping!

**Write YES or NO.**

- |          |                                       |
|----------|---------------------------------------|
| 1. _____ | 1. Nadira and her family are beeping. |
| 2. _____ | 2. There is smoke in the apartment.   |
| 3. _____ | 3. Nadira calls the manager.          |
| 4. _____ | 4. Nadira turns on the night.         |
| 5. _____ | 5. The smoke alarm is beeping.        |
| 6. _____ | 6. The manager can come today.        |

**Listen. Write the letters.**

- |              |              |
|--------------|--------------|
| 1. ___eep    | 6. ___ight   |
| 2. ___ight   | 7. bee___    |
| 3. ___oke    | 8. alar___   |
| 4. ___ire    | 9. lou___    |
| 5. ___attery | 10. broke___ |

*adapted from Jones (2013)*

How many syllables?

word	syllables
1. Nadira	
2. family	
3. apartment	
4. manager	
5. battery	
6. tomorrow	

**Underline sleep and beep in each sentence. Then copy.**

1. The family is sleeping.

---

2. They can't sleep.

---

3. The smoke alarm is beeping.

---

4. All night the smoke alarm beeps.

---

**Teacher Script for dictation:**

1. sleep
2. light
3. smoke
4. fire
5. battery
6. night
7. beep
8. alarm
9. loud
10. broken

## Onset for Housing (week 1)

in	on
no	night
needs	new
calls	can
battery	broken
beep	bedroom
says	sleep
smoke	sleeping



Onset ½ sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

What is the beginning sound? \_\_\_\_\_

Copy the words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

What is the beginning sound? \_\_\_\_\_

Copy the words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Initial phoneme deletion ½ sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Copy 3 words. Write the words without the beginning sounds.

Example: call all

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Copy 3 words. Write the words without the beginning sounds.

Example: call all

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Rhyme for Housing Unit (week 1) Set A

night	light
loud	proud
fire	wire
smoke	club
make	wore

## Rhyme for Housing Unit (week 1) Set B

woke	smoke
beep	sleep
alarm	harm
night	seat
step	from

## Rhyme for Housing Unit (week 1) Set C

alarm	farm
fire	tire
sleep	beep
night	loud
from	shop

## Rhyme Words ½ sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Which words rhyme?

1. \_\_\_\_\_ and \_\_\_\_\_ rhyme.
2. \_\_\_\_\_ and \_\_\_\_\_ rhyme.
3. \_\_\_\_\_ and \_\_\_\_\_ rhyme.

Name \_\_\_\_\_ Date \_\_\_\_\_

Which words rhyme?

1. \_\_\_\_\_ and \_\_\_\_\_ rhyme.
2. \_\_\_\_\_ and \_\_\_\_\_ rhyme.
3. \_\_\_\_\_ and \_\_\_\_\_ rhyme.

# I Can't Sleep Rhyme Words

b <u>ee</u> p	n <u>igh</u> t	sm <u>oke</u>
1. __ eep	1. __ ight	1. __ oke
2. __ eep	2. __ ight	2. __ oke
3. __ eep	3. __ ight	3. __ oke
4. __ eep	4. __ ight	4. __ oke
5. __ eep	5. __ ight	5. __ oke
6. _____	6. _____	6. _____

I Can't Sleep Rhyme Words Practice Worksheet Dictationsbeep

1. deep
2. jeep
3. keep
4. sheep
5. sleep
6. sweep

night

1. fight
2. light
3. might
4. right
5. sight
6. tight

smoke

1. coke
2. joke
3. poke
4. woke
5. broke
6. choke



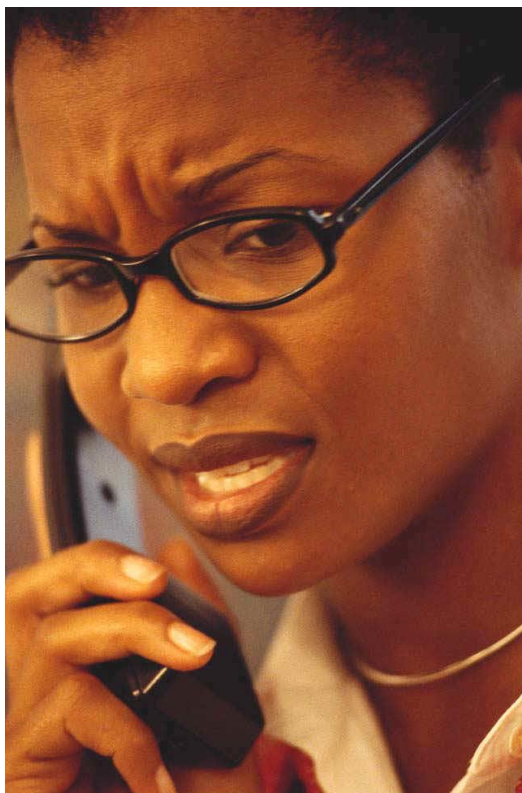
## I Can't Sleep (Role-Play)

**MANAGER:** What's the matter?

**TENANT:** My smoke alarm is broken.  
It is beeping but there is no fire.

**MANAGER:** It needs a new battery.  
I can come tomorrow.

**TENANT:** We can't sleep.  
Please come today!



*adapted from Jones (2013)*

*Mya Shaftel, Housing Unit, 2018*

Role-play sentence scramble (conversation with manager)

What's		the		matter	
?	!	.	.	.	.
My		alarm		is	
broken		It		is	
beeping		but		there	

is	no	fire
It	needs	a
new	battery	I
can	come	tomorrow
We	can't	sleep
Please	come	today

## 'I Can't Sleep' Sentence Strips

Nadira and her family are sleeping.

They hear "BEEP, BEEP, BEEP."

It is very loud.

The bedroom is dark.

Nadira turns on the light.

The smoke alarm is beeping.

But there is no smoke.

All night the smoke alarm beeps.

Nadira and her family can't sleep.

In the morning, Nadira calls the apartment manager.

"What's the matter?" asks the manager.

"My smoke alarm is broken.

It is beeping but there is no fire," Nadira says.

"It needs a new battery," says the manager.

"I can come tomorrow."

"We can't sleep," Nadira says.

"Please come today!"

Talk about the story.

who (people)	where (places)	when (times, dates)	what (is the problem?)

# Reading Test Practice

(week 1)



1.

- A. name
- B. alarm
- C. sleep
- D. fire

2. What's the matter?

- A. turns on the light
- B. please come today
- C. calls the manager
- D. needs a new battery



# Reading Test Practice

(week 1)

1. sleep

cleep

☐

lseep

☐

sleep

☐

slepe

☐

2. alarm

alarm

☐

laarm

☐

elarm

☐

alarn

☐

3. night

nicht

☐

nihgt

☐

might

☐

night

☐

# I Can't Sleep: The Alarm is Beeping!

Nadira and her family are sleeping. They hear "BEEP, BEEP, BEEP." It is very loud. The bedroom is dark.

Nadira turns on the light. The smoke alarm is beeping. But there is no smoke. There is no fire.

All night the smoke alarm beeps. Nadira and her family can't sleep.

In the morning, Nadira calls the apartment manager. "What's the matter?" asks the manager.

"My smoke alarm is broken. It is beeping but there is no fire," Nadira says.

"It needs a new battery," says the manager. "I can come tomorrow." "We can't sleep," Nadira says. "Please come today!"

*adapted from Jones (2013)*

## Clocks/Time Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Write the minute hand.**

1:10



5:20



3:15



4:20



4:20



8:10



7:10



4:50



11:00



## Flashcards—Other Problems in the home



mice



bugs



toilet



alarm



broken  
window



ceiling  
leaking



no hot  
water



no heat

## Heat and Hot minimal pairs ½ sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

heat	hot

Name \_\_\_\_\_ Date \_\_\_\_\_

heat	hot

## More Problems Rhyme Words

<b>h<u>ea</u>t</b>	<b>h<u>o</u>t</b>	<b>m<u>ic</u>e</b>
1. __ eat	1. __ ot	1. __ ice
2. __ eat	2. __ ot	2. __ ice
3. __ eat	3. __ ot	3. __ ice
4. __ eat	4. __ ot	4. __ ice
5. __ eat	5. __ ot	5. __ ice
6. _____	6. _____	6. _____

More Problems Rhyme Words Practice Worksheet Dictationsheat

1. beat
2. meat
3. neat
4. seat
5. treat
6. wheat

hot

1. got
2. lot
3. not
4. pot
5. plot
6. slot

mice

1. dice
2. lice
3. nice
4. rice
5. price
6. slice



**I have a problem Role-Play (MINGLE)**

**Manager:** (ring, ring....) Hello?

**Tenant:** My name is \_\_\_\_\_. I live in  
apartment # \_\_\_\_\_.

I have a problem.

**Manager:** What's the problem?

**Tenant:** (draws card and reports problem).

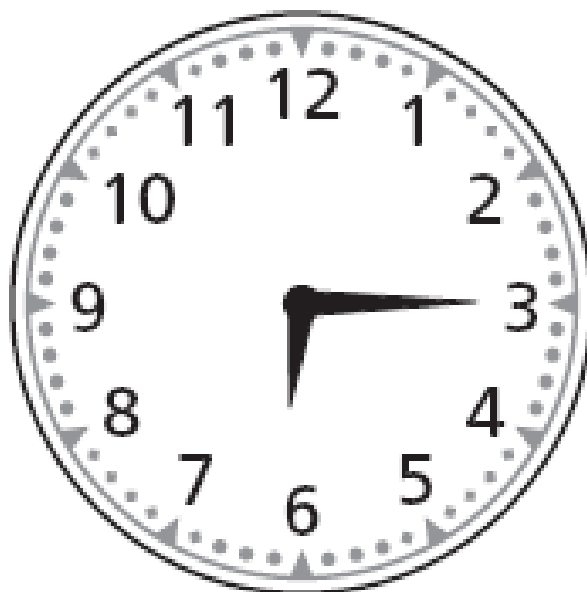
**Manager:** (draws card with time/clock). I can  
come today at \_\_\_\_ : \_\_\_\_.

Ask about the problem. Make a checkmark ( ✓ ) for the problem. Write in the time the manager can come.

name	mice	bugs	toilet	no hot water	no heat	What time?
<i>Chamsi</i>			✓			3:00
1.						
2.						
3.						
4.						

## Reading Test Practice

(week 2)



1.

- A. 6:15
- B. 6:50
- C. 3:30
- D. 3:15

2. What time is it?

- A. I can come tomorrow.
- B. \$6.99.
- C. It is 6:15.
- D. 55404

# Reading Test Practice

(week 2)

1.



dugs

☐

pigs

☐

pucs

☐

bugs

☐

2.



mays

☐

mice

☐

miss

☐

nice

☐

3.



vindo

☐

weendow

☐

window

☐

whendo

☐

## How many bedrooms?

<b>word</b>	<b>abbreviation</b>	<b>notes</b>
1. bedroom	1.	
2. bathroom	2.	
3. apartment	3.	
4. appliances	4.	
5. near	5.	
6. month	6.	
7. utilities	7.	
8. manager	8.	

Housing Ad paragraph (cut into ¼ sheets)

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

*adapted from Lear (2018)*

## Housing Ad Abbreviations

bd	bedroom
ba	bathroom
apt	apartment
appls	appliances

nr	near
mo	month
utils	utilities
mgr	manager

## How much is the rent?

- |   |              |              |
|---|--------------|--------------|
| 1. How many bedrooms?                                 | <b>3</b>     | <b>2</b>     |
| 2. How many bathrooms?                                | <b>3</b>     | <b>2</b>     |
| 3. When is the apartment available?                   | <b>May</b>   | <b>March</b> |
| 4. Is it near a bus?                                  | <b>YES</b>   | <b>NO</b>    |
| 5. Can you have pets?                                 | <b>YES</b>   | <b>NO</b>    |
| 6. How much is the rent?                              | <b>\$775</b> | <b>\$555</b> |
| 7. Who do you call? _____                             |              |              |
| 8. What is the phone number? ( _____ ) _____ -- _____ |              |              |



## Word/Syllables ½ sheet

word	syllables
1.	
2.	
3.	
4.	
5.	

word	syllables
1.	
2.	
3.	
4.	
5.	

## Phone Number Mingle

# What is your phone number?

**Write your phone number. Then ask 5 people.** *What is your name? What is your phone number?*

My phone number is ( ) — —

name	phone number
1.	
2.	
3.	
4.	
5.	

Housing (My rental Ad)

Name \_\_\_\_\_ Date \_\_\_\_—\_\_\_\_—\_\_\_\_

My home

I live in a:

(circle one)

house

apartment

How much?

\$ \_\_\_\_\_ / month

How many bedrooms? \_\_\_\_\_ bd

How many bathrooms? \_\_\_\_\_ ba

(circle)

near bus

near schools

new appls

laundry

off-street parking

Phone number \_\_ (\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_

**Write below:**For Rent\$ \_\_\_\_\_ / **month** \_\_\_\_\_\_\_\_\_\_ **bd** \_\_\_\_\_ **ba** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Call:** ( \_\_\_\_\_ ) \_\_\_\_\_ — \_\_\_\_\_

Ask questions about the apartment ad:

1. How much is the rent?
2. How many bedrooms?
3. How many bathrooms?
4. Is it near the bus?
5. Is it near schools?
6. What is the phone number?

Write about you. Then ask a partner.

name	rent	bd	ba	nr bus	nr schools	phone number
(me)						(     )     —
1.	\$					(     )     —
2.	\$					(     )     —
3.	\$					(     )     —

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

---

**1. How many bedrooms?**

- A. 3
- B. clean
- C. 2
- D. 1

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

---

**2. How many bathrooms?**

- A. 3
- B. 2
- C. 1
- D. 775

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

---

**3. How much is the rent?**

- A. month
- B. \$775
- C. \$555
- D. 612

2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

---

**4. When is the apartment available?**

- A. May
- B. March
- C. new
- D. avail



2 bd/3 ba apt avail Mar 1. Clean, new appls,  
new carpet. Nr bus. No pets. \$775/mo + utils.  
Call Mgr at 612-555-8716.

---

**5. Who do you call?**

- A. new
- B. 612
- C. Mar
- D. manager

# Reading Test Practice

(week 3)

(952) 343-9157

1.

- A. name
- B. address
- C. ID number
- D. Telephone number

2. What is the area code?

- A. 343
- B. 952
- C. 343-9157
- D. 9157

# Reading Test Practice

(week 3)

## 1. telephone

telefone

☐

lelephone

☐

telephone

☐

tellephane

☐

## 2. zip code

55404

☐

May 10, 1985

☐

651-2209

☐

838-29-1123

☐

## 3. city

MN

☐

Minneapolis

☐

Lake St.

☐

55404

☐

## A New Apartment

Digraph th

### Text Fluency:

\_\_\_\_\_’s family is big. He has a wife  
and 4 children. They live in an apartment that  
is small. It has 2 bedrooms and 1 bathroom.  
They need a bigger apartment with more  
bedrooms and another bathroom. They will  
look in the newspaper for bigger apartments.  
Then they will ask questions about the rent,  
the lease, the deposit, and parking.

"A New Apartment"

**Story By Story**

Level I

A Contextual Phonics Model and Curriculum for American-born Adults "Learning to Read"

By Marn Frank, M.Ed

LDA of Minnesota

[www.ldaminnesota.org](http://www.ldaminnesota.org)

August 2007

**Word Study:**Decodable

they

that

bathroom

another

then

Survival/Sight

apartment

bedrooms

rent

lease

parking

**Sentence Writing:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Onset for Housing—'A New Apartment' (week 4)

bigger	bathroom
bedroom	parking
paper	pencil
they	then
that	the
another	about
apartment	alarm
opposite	deposit

## Set A Rhyme Words (Week 4) "A New Apartment"

that	hat
rent	sent
room	park
big	rig
small	ball



## Set B Rhyme Words (Week 4) "A New Apartment"

that	roof
park	shark
room	zoom
bath	math
big	fig

## Set C Rhyme Words (Week 4) "A New Apartment"

bath	they
will	pill
rent	dent
bed	red
small	tall

## A New Apartment Rhyme Words

<b>rent</b>	<b>small</b>	<b>that</b>
1. __ ent	1. __ all	1. __ at
2. __ ent	2. __ all	2. __ at
3. __ ent	3. __ all	3. __ at
4. __ ent	4. __ all	4. __ at
5. __ ent	5. __ all	5. __ at
6. _____	6. _____	6. _____

A New Apartment Rhyme Words Practice Worksheet Dictationsrent

1. bent
2. cent
3. dent
4. sent
5. vent
6. went

small

1. ball
2. call
3. mall
4. wall
5. small
6. stall

that

1. cat
2. fat
3. hat
4. brat
5. chat
6. that

## A New Apartment

### YES or NO

Read each sentence. Circle YES or NO. If you circle NO, cross off the word(s) that make the sentence incorrect. Then rewrite the sentence.

Example: Abdi and his wife have <sup>4</sup>~~3~~ children. YES NO

*Abdi and his wife have 4 children.*

---

1. Abdi's family is small. YES NO

---

2. They live in an apartment that is big. YES NO

---

3. The apartment has 2 bathrooms and 1 bedroom. YES NO

---

4. They need a small apartment with another bathroom. YES NO

---

5. They will ask about the alarm and the lease. YES NO

---

6. They will ask about the deposit and the paper. YES NO

---

**Apartment Rental Information** (*rental table*)

	<b>rent</b>	<b>lease</b>	<b>deposit</b>	<b>parking</b>
<b>A</b>	\$1200	1 year	\$1000	yes
<b>B</b>	\$995	9 mos.	\$795	street
<b>C</b>	\$650	6 mos.	\$650	no
<b>D</b>	\$1495	1 year	\$750	yes

- In apartment A, how much is rent?  
A. \$995  
B. \$1000  
C. \$1 year  
D. \$1200
- In apartment B, how much is the deposit?  
A. 1000  
B. \$795  
C. \$995  
D. 9 mos.
- In apartment C, how long is the lease?  
A. 6 mos.  
B. 1 year  
C. 9 mos.  
D. \$650
- In apartment D, is there parking?  
A. \$750  
B. no  
C. yes  
D. 1 year
- In apartment A, how long is the lease?  
A. yes  
B. 9 mos.  
C. 1 year  
D. \$1000
- In apartment C, how much is the rent?  
A. 6 mos.  
B. \$650  
C. \$560  
D. \$1495

## Rental Table Jigsaw (A)

How much is rent?

How long is the lease?

How much is the deposit?

Is there parking?

	rent	lease	deposit	parking
<b>A</b>	\$1200	1 year	\$1000	yes

apartment	rent	lease	deposit	parking
<b>A</b>				
<b>B</b>				
<b>C</b>				
<b>D</b>				

## Rental Table Jigsaw (B)

How much is rent?

How long is the lease?

How much is the deposit?

Is there parking?

	rent	lease	deposit	parking
<b>B</b>	\$995	9 mos.	\$795	street

apartment	rent	lease	deposit	parking
<b>A</b>				
<b>B</b>				
<b>C</b>				
<b>D</b>				



## Rental Table Jigsaw (C)

How much is rent?

How long is the lease?

How much is the deposit?

Is there parking?

	rent	lease	deposit	parking
<b>C</b>	\$650	6 mos.	\$650	no

apartment	rent	lease	deposit	parking
<b>A</b>				
<b>B</b>				
<b>C</b>				
<b>D</b>				

## Rental Table Jigsaw (D)

How much is rent?

How long is the lease?

How much is the deposit?

Is there parking?

	rent	lease	deposit	parking
<b>D</b>	\$1495	1 year	\$750	yes

apartment	rent	lease	deposit	parking
<b>A</b>				
<b>B</b>				
<b>C</b>				
<b>D</b>				

## Rental Table Bingo

	<b>rent</b>	<b>lease</b>	<b>deposit</b>	<b>parking</b>
<b>A</b>	\$1200	1 year	\$1000	yes
<b>B</b>	\$995	9 mos.	\$795	street
<b>C</b>	\$650	6 mos.	\$650	no
<b>D</b>	\$1495	1 year	\$750	yes

## Reading Test Practice

(week 4)

### Rental Information

	rent	lease	deposit
<b>A</b>	\$1200	1 year	\$1100
<b>B</b>	\$1495	6 mos.	\$950

1. How much is rent for apartment A?

- A. 6 mos.
- B. \$1100
- C. \$1200
- D. \$1495

2. How long is the lease for apartment B?

- A. 6 mos.
- B. \$950
- C. \$1495
- D. 1 year

# Reading Test Practice

(week 4)

1. city

MN

☐

Lake St.

☐

Minneapolis

☐

55404

☐

2. state

Minneapolis

☐

555-1212

☐

55404

☐

MN

☐

3. zip code

55404

☐

Minneapolis

☐

Lake St.

☐

MN

☐

[Expansion Activity]

## Looking for a new apartment

How do you find apartments?

Where do you look? (online, paper, phone)

Who do you call? (case worker, apt. manager, sister, brother, friend, son, daughter)

<b>Date</b>		
<b>Name (first)</b>	<b>Name (last)</b>	
<b>Address</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
<b>Phone Number      (      )      —</b>		

What do you need in your apartment? Mark with a check (✓)

	<b>need</b>	<b>don't need</b>
1. 4 bedrooms [BR]		
2. 2 bathrooms [BA]		
3. 1 year lease		
4. parking		
5. laundry		
6. near bus		
7. Minneapolis [Mpls]		

[Expansion Activity]

## **Call about an apartment**

Phone number ( 612 ) 724 — 7368

(Diversified- Longfellow Apartments)

How much is the rent for 4 BEDROOMS? \$\_\_\_\_\_

*Can you repeat that?*

Do you take section 8 housing?    yes    no

How much is the deposit? \$\_\_\_\_\_

Thank you!

## **Call about an apartment**

Phone number ( \_\_\_\_ ) \_\_\_\_ — \_\_\_\_\_

How much is the rent for \_\_\_\_ BEDROOMS? \$\_\_\_\_\_

*Can you repeat that?*

Do you take section 8 housing?    yes    no

How much is the deposit? \$\_\_\_\_\_

Thank you!